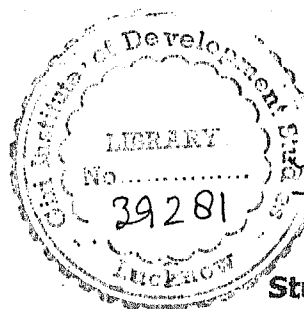


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**SOCIAL ACCEPTABILITY OF
PARISHADIYA PRIMARY SCHOOLS
IN COMPARISON WITH OTHER TYPE OF SCHOOLS
FUNCTIONING IN THE SAME AREA**

**Study Sponsored By
State Institute of Educational Management & Training
Allahabad**



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Study Conducted By

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2003

PREFACE

The significance of education cannot be undermined and for this efforts have to begin from the level of primary education itself. Uttar Pradesh has been less fortunate from the point of view of education even before independence and consequently it has continued to lag behind the national average in terms of literacy even today despite the efforts of the state government. However, to promote primary education of good quality the government has been spending money over different plan periods and positive results can be seen in terms of increase in the number of schools, in teachers and in total enrolment.

Despite the efforts of the State Government and the resultant progress made, the state has been witnessing a steady growth of privately run educational institutions. Initially these institutions were mainly confined to the big cities & urban centres. However, they have now spread all over including remote village locations as well. Their popularity can be seen in terms of their mushroom growth and enrolment in them. We can, therefore, say that they have become an integral part of the education system. Through this study we have therefore made an attempt to see the extent of their popularity and the competition faced by Parishad schools because of their presence. The study highlights that both Parishad and Private schools have some distinct benefits and that Parishad schools lack administrative efficiency. The private schools have been cashing in on these drawbacks for their own advantage. In case the Parishad Schools can improve by providing better and regular teaching, maintain regularity of teachers and students and improve their administrative efficiency, they can become even more popular as they have the backing of the entire Government machinery to support them.

This study was made possible as a result of financial support provided to us by SIEMAT, Allahabad. This is the fourth study we have completed for SIEMAT and working with SIEMAT has always been a happy experience. We are, therefore, thankful to Shri Krishna Mohan Tripathi, Director and Dr. Najma Saxena, Research Officer SIEMAT for having reposed such confidence in us by sanctioning studies to us

on a regular basis. We are particularly thankful to Dr. Najma Saxena who was co-ordinator for the study for her co-operation and help starting from the formulation of the research schedules itself. We sincerely hope that suggestions made by us will prove beneficial.

In the course of the study we had to seek co-operation of a number of persons and we wish to express our heartfelt thanks to them. First of all we wish to thank the BSA of Faizabad and Agra and their team of ABSA's for assisting us at all levels starting with block and village selection down to selection and survey of schools. We are also thankful the Principal DIET of our selected Districts and the co-ordinators of BRC's from the 13 selected blocks who also provided assistance to us during the course of our study. The entire field work was very efficiently handled by Shri B.S. Koranga and Shri S.K. Trivedi who had to put in extra hardwork since the sample size was very large and also because they had to bear the brunt of or very severe winter during the field visits. They also handled the coding and tabulation in an efficient manner so that the study could be completed on time. Shri Manoharan K and Mrs. Geeta Bisht deftly handled the word-processing of the draft report. We are very thankful to them. Thanks are also due to Shri Nandan Singh Bisht and Shri Ashwani Kumar who handled the entire photocopy work.

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CONTENTS

	<u>Page</u>
Preface	i - ii
CHAPTER 1: GENERAL BACKGROUND OF THE STUDY	1 - 29
CHAPTER 2: THE EXISTING STATE OF PARISHAD SCHOOLS	30 - 67
CHAPTER 3: SUPPLEMENTARY ROLE OF PRIVATE SCHOOLS IN PRIMARY EDUCATION	68-105
CHAPTER 4: PERCEPTION OF PARENTS AND INFLUENTIAL PERSONS REGARDING SOCIAL ACCEPTABILITY	106-164
CHAPTER 5: MAIN FINDINGS AND POLICY RECOMMENDATIONS	165-195

CHAPTER 1

GENERAL BACKGROUND OF THE STUDY

INTRODUCTION

Literacy, which in simple terms can be described as the ability to read and write, is in fact the gateway to empowerment through education. Primary education provides the base on which an individual can proceed to acquire higher education. If improvements in the quality of life are to be achieved then not only is it necessary to ensure that every child falling in the school going age group must have easy access to a primary school but also that the quality of education should be good in order to prepare a sound base for higher education and for achieving the goal of human resource development.

Uttar Pradesh has been among the less fortunate states from the point of view of education and after independence the census of 1951 indicated that only 12.02 per cent of the state's population was literate. However, steady progress has been made in this field over successive census periods as can be visualized from the table below.

Table 1.1 Literacy Rates of U.P. (1951-2001)

Year	Persons	Male	Female
1951	12.02	19.17	4.07
1961	20.87	32.08	8.36
1971	23.99	35.01	11.23
1981	32.65	46.65	16.74
1991	40.71	54.82	24.37
2001	57.36	70.23	42.98

Source : Census of India 2001.

However, despite that fact that improvement in the level of literacy have been achieved, the state continues to be among the lowly ranked states from the point of view of literacy. In fact only state like Bihar, Jharkhand, J&K and Arunchal Pradesh have literacy level below that of Uttar Pradesh in 2001. Uttar Pradesh is eight percentage points below the national average where average level of literacy is 65.38 per cent. Out plight becomes even more evident when we compare our literacy rates with states having high literacy such as Kerala (90.92 percent), Maharashtra (77.27 per cent), Himachal Pradesh (77.13 per cent) and Tamil Nadu (73.47 per cent).

Although we have been lagging behind in the field of educational development, the Government of Uttar Pradesh has been according priority to primary education over different five year plans and in the Eighth Plan for instance the total outlay on primary education stood at 44 per cent of the total outlay on education. As a result of these investments over different five year plans achievements have been made in the area of primary education and this can be evidenced from Table 1.2 below.

Table 1.2: Number of Primary Schools, Enrolment and Teachers in Uttar Pradesh

Year	No. of Primary Schools	Enrolment in Primary Schools			Number of Teachers			Teacher Pupil Ratio	Average Enrolment Per School
		Boys	Girls	Total	Male	Female	Total		
1951	31,979	22,92,175	3,34,983	27,27,123	65,110	5,189	70,299	39	85
1961	40,083	31,70,868	7,87,660	39,58,528	87,340	11,714	99,054	40	99
1971	62,127	67,48,031	38,67,691	1,06,15,722	1,70,857	32,502	2,03,359	52	171
1981	70,606	65,93,572	27,74,829	93,68,401	2,03,712	44,042	2,47,754	38	133
1991	77,111	78,93,063	40,68,501	1,19,61,564	2,09,120	57,037	2,66,157	45	155
2001*	83,361	80,76,496	44,78,442	1,25,54,938	2,22,151	69,779	2,91,930	43	151

Source : *Shiksha ki Pragati, Directorate of Education, U.P. Allahabad—1999-2000 & 2000-2001.*

- Figures only for U.P. (excluding Uttaranchal state)

It is quite evident from Table 1.2 that the number of primary schools increased nearly three fold between 1951 and 2001 and the corresponding increase in total enrolment was over 4.5 times in the same period. Even the strength of teachers witnessed around 4 time increase in 2001 as compared to 1951. The teacher student ratio for the state as a whole stood at 39 during 1951. It touched an all time high of 52 during 1971 and was 43 in 2001. Even in the case of enrolment in schools run by the Parishad there are fluctuations in figure of average enrolment per school. During 1951 and 1961 it was below 100 because enrolment rates were low. After 1971 it is much higher since population has grown and also because of the additional efforts of the government to raise enrolment rates. Thus by 2001 average enrolment per school was 155 students.

Not only was the state government making every possible effort to increase the base of primary education in order to ensure easy access to all by increasing the number of primary schools as well as teachers so as to cater to the growing numbers of children in the school going age group, efforts have also been made towards improving the quality of education being provided by the primary schools. In order to achieve this goal the Programme of Action 1986 envisaged the setting up of District Institutes of Education and Training (DIET).

The rationale behind establishing DIET's in each district was to provide pre-service and in- service training to the teachers of primary schools, to provide academic and research support to elementary education system and to carry out action research and Innovation in the area of primary education. At some stage it was felt that the DIET's were unable to cope up with the demands of the entire district all by

themselves and so the government established the Block Resource Centre (BRC's) at the block level and the Nyaya Panchayat Resource Centre (NPRC's) at the level of the Nyaya Panchayat. In this way the process of providing educational support has been decentralized right down to the lowest level.

In order to achieve universalisation of primary education in a time bound manner the District Primary Education Programme (DPEP) was launched by the Central Government in 1994. This programme was expanded in 1996-97 to cover additional districts in the state since in the first phase the districts with lowest levels of literacy were taken up. The DPEP has the essential ingredients required to universalize access and retention, to improve learning achievement and reduce disparities among social groups. It has experimented with a number of innovative approaches such as new management practices, new efforts at locating suitable teachers and improving their performance.

Even the World Bank has been assisting developing countries in improving their educational system since 1963 as it appreciates the vital relationship between education and economic development. To begin with the focus of the World Bank was on higher education but there has been a shift to primary education since 1990. As a result considerable financial assistance has been provided by it to developing countries so as to improve educational infra-structure, to bring about qualitative improvements in teaching methods and achieve an overall improvement in the basic minimum facilities of primary education.

As a result of the various efforts which have been outlined above, it can be said with confidence that progress has been achieved in the field of primary education not

only at the All India level but even in the state of Uttar Pradesh. The schools set up by the state government viz. Parishad Schools enjoy various advantages which may be summed up in brief as :

- i) In most cases they are located within I km of each village;
- ii) They do not charge any tuition fees from the students;
- iii) Every school has qualified and trained teachers who receive good salaries regularly and enjoy other benefits such as pension etc.
- iv) Through the DIET, BRC and NPRC the teachers are provided pre-service and in-service training as well as refresher courses in order to make them familiar with new teaching and learning materials and teaching methods.
- v) In order to increase the rate of enrolment and reduce drop-out rates the government has introduced incentives such as provision of free ration every month to each school going child and free school books as well. In the case of children belonging to the SC/ST, OBC and minority groups there is a provision of giving them monthly scholarships as well.
- vi) To minimize drop-out rates children are, as a matter of policy, not failed in class I and class II; and
- vii) The government has taken great pains to ensure that the condition of old school buildings is improved through regular repairs and to construct new schools where none existed, to construct additional rooms where required and to provide drinking water and toilet facilities in the primary schools.

Despite the efforts of the state government the state has been witnessing a phenomenal growth in the number of privately run schools. To begin with, they were mainly confined to urban centres but now their presence can be felt even in the rural

areas. However, if we look at these privately run schools particularly in the rural areas, it is generally observed that they are being run with the help of untrained teachers who are paid much lower salaries as compared to those employed in Parishad Schools. Not only are these teachers untrained, they do not even have access to in-service training either and so are unaware of new teaching and learning methods. The private schools charge tuition fees, and have a prescribed uniform which children have to wear. Thus sending children to these schools entails a higher cost as compared to the Parishad schools. It may, therefore, be concluded that the Parishad schools enjoy a distinct advantage over these private schools.

There are various categories of school which are being run privately. One such category consists of the government aided schools. There are schools, which are not only recognized by the state education department but are being provided full financial assistance from the state government. The teachers get the same salary and allowances as those employed in the Parishad schools and they also received training at the DIET, BRC or NPRC. Because they are receiving full financial support they are not to charge any tuition fees from the children enrolled in them. In order to be eligible for becoming government aided they have to be registered schools with a minimum number of years of functioning as registered schools. Moreover, they have to possess the infrastructure as prescribed by the government such as trained and qualified teachers, proper space and teaching facilities such as class rooms etc and facilities such as drinking water and toilet as well as games facilities.

The other category is that of recognized schools. Once a school is opened in any village or urban center it has to apply to the Basic Shiksha Adhikari for

recognition. The BSA gets information from the concerned ABSA in whose jurisdiction the school is located. The ABSA has to provide information such as the availability of a Parishad school within 1.5 km of this private school, the number of children enrolled in the private school and the facilities which the school has. On the receipt of the report from the ABSA, the BSA, if he feels fit, appoints a three man committee headed by himself and assisted by two deputy inspectors. This committee makes a personal survey of the school and takes a final decision on whether or not to grant it recognition.

The third category is therefore of those schools which are functioning in rural or urban areas without being recognized in a formal manner either by the state education department or by the CBSE or ICSE. Although children are enrolled in these schools they have a problem after passing class V because then a T.C. is required at the time of changing the school. Many of these schools enter into an agreement with some recognized schools and the children are shown as being enrolled in the recognized school although they continue to study in the unrecognized one. The T.C. is ultimately provided by the recognized school. The only other alternative with parents whose children are enrolled in these schools is to change the school latest by class IV to avoid problems related to T.C.

There are some schools which may not be run by any private individual but by charitable trusts, religious groups or institutions, NGO's or even corporate entities.

The annual bulletin of the Directorate of Education "Shiksha Ki Pragati" provides information only with respect to the schools run by the Basic Shiksha Parishad. They do not provide data pertaining to privately run schools.

Anjini Kochar in her article "Emerging Challenges for Indian Education Policy" published in the book "Economic Policy Reforms and the Indian Economy", edited by Anne O. Krueger (Published by Oxford University Press, New Delhi, 2002), has provided state-wise percentage distribution of rural and urban children enrolled in private schools. This data has been compiled using the data provided by NSS in their 42nd and 52nd round. This data is being presented in Table 1.3 along with NSS 52nd round data pertaining to average expenditure per student (state wise) at the primary level.

Table 1.3: Percentage of Rural and Urban Children Enrolled at Primary Level in Private Schools (some selected states)

State	% Distribution of Children Enrolled in Private Schools				Average Expenditure Per Student at Primary Level (Rs)		
	1985-86		1995-96		Rural	Urban	Total
	Rural	Urban	Rural	Urban			
Andhra Pradesh	7	41	39	66	234	981	430
Assam	8	7	6	23	199	886	251
Bihar	5	36	10	48	230	890	330
Gujarat	1	22	12	63	172	996	423
Haryana	5	56	24	82	687	1827	953
Himachal Pradesh	2	24	5	32	501	1316	573
Jammu & Kashmir	6	37	23	65	721	1567	952
Karnataka	3	27	4	46	132	778	294
Kerala	41	40	50	57	658	968	725
Madhya Pradesh	1	23	5	41	193	767	333
Maharashtra	3	38	45	78	266	1056	540
Orissa	7	16	4	24	199	848	284
Punjab	10	54	18	68	890	1846	1162
Rajasthan	2	40	8	59	316	1146	518
Tamil Nadu	16	43	26	55	267	897	464
Uttar Pradesh	16	61	35	72	320	1406	507
West Bengal	11	30	22	49	245	1050	433
India	9	37	21	59	416	490	445

The table clearly reveals that there has been a considerable increase in private schooling between the two points of time mentioned in Table 1.3. This increase is witnessed not only at the All India level but even among the states themselves particularly so in the case of the urban areas where the All India percentage witnessed an increase from 37 to 59 per cent between 1986-87 and 1995-96. It is very clear from the table that in the case of UP it was the highest among all states in 1986-87 but by 1995-96 UP had been relegated to the third position behind Haryana and Maharashtra. In rural areas the all India percentage of children enrolled in private schools was only 9 during 1986-87 and Uttar Pradesh occupied a joint second position with Tamil Nadu (both 16 per cent) behind Kerala which had a very high figure of 41 per cent enrolment of children in private schools. By 1995-96 the All India average had more than doubled to 21 per cent and even the share of Uttar Pradesh had more than doubled to 35 per cent. This is sufficient proof of the mushroom growth of the privately run schools which has taken place even in the rural areas in Uttar Pradesh.

When we look at the figure of expenditure per student on primary education we find that although U.P. had a much higher share in enrolment in the rural areas, the average expenditure per child at Rs.320 is much less than the national average of Rs.416 per student. In fact this expenditure is very high in the case of states like Punjab (Rs.890), Jammu and Kashmir (Rs.721) and Haryana (Rs.687). However, in the case of expenditure in the urban areas the per student expenditure is very high in Uttar Pradesh as compared to the All India average of Rs.490. In fact this figure for U.P. is less than only three states namely Punjab (Rs.1846), Haryana (Rs.1827) and Jammu and Kashmir (Rs.1567). Incidentally these three states also had the highest per student expenditure even in rural areas. It goes without saying that these three

states obviously head the overall per student expenditure taking rural and urban areas together. The overall per student expenditure of U.P. at Rs.507 is above the All India average (Rs.445).

In another paper "private schooling in India : size nature and equity effects." Written by Geeta Gandhi Kingdon at the London School of Economics' data are provided about the government and private schools for U.P. and India for the years 1978 and 1986. These have been computed on the basis of NCERT reports of 1982 and 1992 the Government of U.P. report related to education survey for the years 1982 and 1991. This data is being presented in Table 1.4

Table 1.4 : **Percentage Share of Private Unaided Primary Schools to Total Primary Schools.**

Year and Area		Percentage share of	
		U.P.	India
(i) 1978	Rural	1.9	0.8
	Urban	21.1	9.2
	Total	3.7	1.6
(ii) 1986	Rural	2.9	1.0
	Urban	34.4	16.6
	Total	6.8	2.6

The table clearly highlights the fact that although the percentage share of private unaided schools in the urban areas of the state was quite high even during 1978 and went up even higher by 1986, an increasing trend was emerging even in the rural areas despite the fact that the percentage share was only around 2 per cent and 3 per cent during 1978 and 1986 respectively. This had, therefore, given a clear pattern with which growth in the privately run schools was taking place even in the rural areas.

Another way in which the growth of private unaided schools has been shown by Geeta Gandhi Kingdon in the same paper is by taking into account the growth of enrolment in these schools. However, this data is only for the urban areas and is presented in table 1.5.

Table 1.5: Growth in Enrolment in Primary Schools by Category of School in U.P. and India (Urban Area)

Year and Category of School	Uttar Pradesh	India
(i) 1978		
Govt. Schools	8,72,731 (59.07)	1,02,70,760 (61.61)
Pvt. Aided Schools	2,11,409 (14.30)	47,35,795 (28.41)
Pvt. Unaided School	3,93,500 (26.63)	16,63,969 (09.98)
Total	14,77,640 (100.00)	1,66,70,524 (100.00)
(ii) 1986		
Govt. Schools	10,61,216 (52.19)	1,11,89,956 (55.64)
Pvt. Aided Schools	1,60,101 (07.87)	53,04,932 (26.38)
Pvt. Unaided Schools	8,11,903 (39.33)	36,17,791 (17.88)
Total	20,33,220 (100.00)	2,01,12,679 (100.00)

N.B. Figures in brackets show percentages to the total.

It is quite evident from Table 1.5 that growth of enrolment was considerable in Uttar Pradesh between 1978 and 1986. However, when we look at the proportion of enrolment in the three categories of schools the share was highest in case of government schools at both points of time. But the percentage share declined from around 59 per cent during 1978 to around 52 per cent by 1986. As against this the share of enrolment in private unaided schools increased from around 26.6 per cent to 39.3 per cent between the same points of time. In fact the same pattern is also seen in the figures of All India enrolment. Yet another fact which emerges is that between the two points of time total enrolment went up from 14,77,640 to 20,33,220. This

works out to an absolute increase of 5,55,580 students. Out of this the private unaided schools alone accounted for an absolute increase of 4,18,403 students. This increase, therefore, works out to 75.3 per cent of the total increase in enrolment, thereby indicating the significance of the private schools.

Keeping in mind the fact that the state government has constantly been making efforts to make all round improvements in the field of primary education on even the private sector have started playing an important role in this area. However, since the Parishad schools even today enjoy some definite advantage as compared to the schools which are being privately run, it is expected that the Parishad schools should have achieved a certain level of social acceptability. This hypothesis emerges on the basis of the fact the Parishad is setting up schools even in the remote areas, providing trained teachers and making every effort to improve the infrastructure and to bring about qualitative changes in the levels of primary education. There is, therefore, need to verify the extent to which the Parishad schools have achieved social acceptability in society in the face of the high growth of the privately run schools even in the rural areas.

OBJECTIVES OF THE STUDY

It is with this in mind that the Giri Institute of Development Studies, Lucknow undertook a study of Parishadiya and other schools with the following objectives in mind.

- (a) To assess the degree of social acceptability of the Parishad schools in terms of enrolment – i.e. whether children enrolled belong to all sections of society or

only from the poorer section, and whether the parents feel that the schools are providing good quality education;

- (b) To analyze the factors which have strengthened the process of social acceptability such as quality of education, quality of teachers, infrastructure of the school, scheme of scholarships etc.
- (c) To analyze the extent to which private schools are competing for enrolment of children in the same area where Parishad school are already present and the advantages which they have, if any;
- (d) To find out from a cross section of the influential persons of the area regarding the quality of education being imparted in the different primary schools; and
- (e) To offer suggestions which will improve the level of social acceptability still further.

SAMPLE SIZE AND METHODOLOGY :

The study is primarily based on primary data which was collected by us from two districts of Uttar Pradesh. The districts are Faizabad and Agra of which the former is from the eastern region of the state while in latter falls in the western region. They are both DPEP III districts and were specifically assigned to us for this study by the Director of the State Institute of Educational Management and Training (SIEMAT), Allahabad.

It was decided to select half of the blocks from each district. Faizabad has a total of eleven blocks while Agra has fifteen blocks so we selected five

from Faizabad and eight from Agra for this study. While selecting the blocks care was taken to ensure that our sample consisted of blocks which were in close proximity to the district headquarter, far from it and at a middle distance. The selection of blocks was done mainly with the help of the BSA and ABSA's in the two districts. However, in the case of Agra district, the Director, SIEMAT gave us specific instructions to include the blocks of Akola and Bah in our sample. The blocks which we selected are as follows:

- (i) Faizabad District - Rudauli, Mawai, Maya Bazar, Masaudha and Bikapur
- (ii) Agra District - Akola, Barauli Ahir, Bichpuri, Shamsabad, Bah, Pinahat, Ahtamadpur and Fatehpur Sikri

From each block we selected five schools being run by the Basic Shiksha Parishad and five other schools. Wherever possible we have tried to select these other schools from among those, which are aided, unaided but recognized and even unrecognized schools. From each school we then randomly selected 10 students whose parents were interviewed by us. Here again, although the sample was random care was taken to select families from different categories according to caste and economic condition. Besides parents we also interviewed five influential persons from each block in order to obtain their views regarding the quality of education being provided by both Parishad and other type of schools in their area and to obtain their views related to the level of social acceptability of Parishad schools. In this way the total sample covered by us for the study was as follows :

Details of the sample size	Faizabad	Agra	Total
i) No. of blocks	5	8	13
ii) No. of Parishad Schools	25	40	65
iii) No. of Other Schools	25	40	65
iv) Parents	500	800	1300
V) Influential Persons	25	40	65

In order to collect relevant information we designed 4 sets of schedules. The first two were aimed at collecting relevant information from the Parishad and other schools pertaining to its infrastructure, strength of teachers, strength of students, their strengths and weakness and their perception about their rival schools and ways adopted by them to popularize their own schools.

The third scheduled was designed for the parents. Information has been collected from them regarding their educational level, occupation and income level, number of children and those in the 6-11 years age group, details related to education of children and their perception about the school in which their children are enrolled.

The fourth and final schedule was aimed to collect information from various influential persons such as present or ex-Gram Pradhan; members of the Village Education Committee; members of Mahila Mandal, Self Help Groups and Nehru Yuwa Kendra etc. individuals running NGO's and retired government officials residing in the vicinity of selected schools. We wanted information from them with respect to quality and regularity of teaching in both Parishad and other schools and whether or not they can visualize improvements in schools and quality of education provided them over the last few years. We also enquired about their views related to the level of social

acceptability of Parishad schools functioning in their area and the ways through which this social acceptability can be improved still further.

The study was initiated in December 2002 and the entire field survey covering both our selected districts and their 13 blocks was completed by the end of February 2003.

The second and third chapters of this study will be devoted to the analysis of the information which we have collected from 25 Parishad and 25 other schools of Faizabad as well as the 40 Parishad and 40 other schools selected from Agra district. However, before we undertake that analysis it will be appropriate to present, in very brief, a profile of each of the two districts selected by us with respect to their attainment in the field of primary education. We are also providing some useful secondary information pertaining to primary education even for the five selected blocks of Faizabad and the eight blocks selected from Agra for this study.

BRIEF PROFILES OF FAIZABAD AND AGRA

This profile is based on the secondary information collected by us from the office of the Basic Shiksha Adhikari and office of DIET of each district. Besides this we have collected some secondary information from the Directorate of Education, Uttar Pradesh, Lucknow and from the Block Resource Centers of our selected Blocks. One of the major drawbacks which we were confronted with was with respect to either non-availability of some data, or getting the same information from both districts and the discrepancy in the data pertaining to the some aspect from two different sources.

There was no way to cross check the data and verify which of the two figures were correct and so we used only that information which we felt was most authentic.

The first set of information which we are providing are for the two districts and state level figures related to total number of schools, enrolment and strength of teachers in Parishad schools for three years. This data is presented in Table 1.6.

Table 1.6: Details of Parishad Schools, Enrolment and Teachers (Primary Level)

Year & Information	Faizabad	Agra	U.P.
1. 1999-2000			
No. of Parishad Schools	1280	1559	85302
Enrolment			
i) Boys	133025	175917	8517769
ii) Girls	115539	106001	3947990
iii) Total	248564	281913	12465759
No. of Teachers			
i) Male	3065	4442	221081
ii) Female	827	2088	69399
iii) Total	3892	6530	290480
2. 2000-2001			
No. of Parishad School	1289	1577	86361
Enrolment			
i) Boys	134091	177670	8076496
ii) Girls	116457	107061	4478442
iii) Total	250548	284731	12554938
No. of Teachers			
i) Male			
ii) Female	3080	4460	222151
iii) Total	835	2096	69779
	3915	6556	291930
3. 2001-2002			
No. of Parishad School	1324	1599	88927
Enrolment			
i) Boys	136035	179571	8299911
ii) Girls	118694	108167	4601599
iii) Total	254729	287738	12901510
No. of Teachers			
i) Male	3112	4486	223337
ii) Female	841	2101	70329
ii) Total	3953	6587	293666

Source : Shiksha Ki Pragati, Directorate of Education, U.P. Lucknow for different years.

The table brings out the fact that every year the number of primary schools being run by the Parishad have been steadily increasing in our selected districts and along with it even total enrolment as well as the strength of teachers have also witnessed an increase. This data is for the period 1999-2000 to 2001-2002.

In table 1.7 we are providing information about the schools in our selected blocks and for the two selected district.

Table 1.7 : Details about different categories of schools in selected blocks of Faizabad and Agra (2001)

District/ Block	Category of Schools					Enrolment in Parishad Primary Schools	Total Teachers in Parishad Primary School	Teacher Pupil Ratio	Shiksha Mitra	Children in primary level in Schools other than Parishad schools (2002)
	Parishad Primary School	Govt. Aided	Registered	Unregistered*	Total					
Rudauli	126	-	28	43	197	19,245	250	77	93	8010
Mawai	77	-	10	25	112	14,050	140	100	52	9160
Maya Bazar	88	-	15	25	128	15,921	224	71	50	6822
Masaudha	90	-	35	10	135	22,696	305	74	29	6095
Bikapur	93	-	17	20	130	19,233	217	89	72	7587
Faizabad Total	1044	-	284	258	1586	2,24,477	2494	90	649	97136
Akola	67	-	25	35	127	15,222	221	69	4	1995
Barauli Ahir	106	-	35	20	161	22,192	337	66	8	9123
Bichpuri	55	1	32	20	108	11,429	176	65	3	3742
Shamsabad	115	-	28	15	158	20,543	353	58	5	3335
Bah	90	-	40	25	155	12,343	191	65	6	5258
Pinahat	74	-	20	15	109	11,397	137	83	4	5356
Ahtamadpur	96	-	11	15	123	18,318	278	66	7	7254
Fatehpur Sikri	82	-	30	30	142	14,959	234	64	5	11830
Agra Total	1511	17	1087	257	2872	2,75,692	3995	69	85	180039

Source : BSA office Faizabad and Agra.

* Rough estimates provided by the ABSA'S of respective blocks

** DPEP estimates only for the entire Agra district.

The first thing which strikes in table 1.7 is that the total number of Parishad schools shown in the table does not match with those shown in table 1.6 earlier for both districts. The figures in table 1.6 are provided by the Directorate of Education and those in Table 1.2 by the office of the BSA. The other aspect highlighted is that in Faizabad there are no government aided schools in the entire district. Even in the case of Agra there are only 17 of which as many as 14 are located in urban areas. Moreover, none of them are exclusively primary schools. In fact all of them are junior basic schools. Agra, as is evident, has a large number of registered schools while the corresponding figures for Faizabad are much less. There is no proper record as far as the number of unregistered schools is concerned and so the figures provided are rough estimates given by the ABSA of each of our selected blocks. On the basis of total enrolment in the Parishad schools upto the primary level and the corresponding figures of total teachers we have worked out the teacher pupil ratio for our selected blocks. It is evident from the figures that the teacher pupil ratio is relatively high in the five blocks of Faizabad as well as the district as a whole as compared to Agra district. In Agra, with sole exception of Pinahat which has a high teacher pupil ratio of 83, the ratio for other blocks is in the 60's. Lowest teacher pupil ratio is in Shamsabad (58). In Faizabad, on the other hand, the teacher pupil ratio was highest in Mawai block (100) and lowest in the case of Maya Bazar (71). Yet another striking difference between the two districts is the fact that while Faizabad has a heavy reliance on Shiksha Mitra to manage the teaching in the Parishad schools, the number of these teachers is quite meager in the case of Agra. Taking the five selected blocks of Faizabad, the highest number of Shiksha Mitra was found in Rudauli block (93) and the lowest in Masaudha (29). The figure for Faizabad district as a whole was as high as 649. As against this the number of Shiksha Mitra in the eight selected blocks of Agra fluctuated between 3 in Bichpuri and 8 in Barauli Ahir. The total for the entire district was only 85.

Another interesting fact which emerges from table 1.7 is that the other schools also have a sizeable number of students enrolled in them. In the case of our selected blocks from Faizabad, Mawai heads the list with 9160 students enrolled upto the primary level in schools other than Parishad schools. In the case of Agra the highest number of enrolment in schools other than Parishad schools was found in Fatehpur Sikri (11830) followed by Barauli Ahir (9123). We may, therefore, say that the non-Parishad schools have also begun to make an impression even in the rural areas of the selected districts.

Table 1.8: Caste wise Enrolment in Primary Schools (2002)

Caste Groups		Faizabad			Agra		
		Parishad Schools	Other Schools	All Schools	Parishad Schools	Other Schools	All Schools
i)	General Caste						
	Boys	10568	19224	29792	31681	68925	100606
	Girls	14268	11407	25675	29285	33192	62477
	Total	24836	30631	55467	60966	102117	163083
ii)	OBC						
	Boys	37336	17560	54896	52682	16491	69173
	Girls	40595	11790	52385	44555	10946	55501
	Total	77931	29350	107281	97237	27437	124674
iii)	SC/ST						
	Boys	39446	10231	49677	48729	19883	68612
	Girls	38403	7304	45707	45745	9922	55667
	Total	77849	17535	95384	94474	29805	124279
iv)	Minorities						
	Boys	13739	10863	24602	11887	12703	24590
	Girls	13256	8757	22013	11128	7977	19105
	Total	26995	19620	46615	23015	20680	43695
v)	All Castes						
	Boys	101089	57878	158967	144979	118002	262981
	Girls	106522	39258	145780	130713	62037	192750
	Total	207611	97136	304747	275692	180039	455731

Source: Office of the BSA, Faizabad and Agra

In Table 1.8 we are presenting data of enrolment upto the primary level in the two selected districts on a caste wise basis and for Parishad and Non-Parishad schools separately. The data highlights some interesting facts which we are presenting in short tables which have been derived from this table itself.

Table 1.8 (a) : With respect to Total Enrolment

		Faizabad	Agra
(i)	% share in Total Enrolment of Parishad Schools of Other schools	68.13 31.87	60.49 39.51
(ii)	% share of Total Enrolment of Boys of Girls	52.16 47.84	57.71 42.29
(iii)	% share in total Enrolment of General Caste of OBC Population of SC/ST Population of Minority Population	18.20 35.20 31.30 15.30	35.78 27.36 27.27 9.59

In the case of figures related to total enrolment, it is seen that in both the districts there is a much higher level of enrolment in the Parishad schools as compared to other schools. In the case of Faizabad the share is as high as around 68 per cent while in Agra it is around 60.5 percent. Besides this boys have a major share in total enrolment in both the districts. This is understandable considering the significance attached to the male child in the society. When we look at the distribution of children enrolled in the primary schools on a caste wise basis it is found that the share is highest among the OBC and SC/ST children in the case of Faizabad and for the General population in Agra district. This is as a result of the shares of the different caste groups in total population.

Now, we will analyze the data in Table 1.8 for the Parishad and non-Parishad schools, as shown in Table 1.8(b)

Table 1.8 (b): Share of Children among Parishad and Non-Parishad Schools

		Faizabad	Agra
(i)	% share of Children In Parishad Schools		
	share of boys	48.69	52.58
	share of girls	51.31	47.42
(ii)	% share of Children in non-Parishad Schools		
	share of boys	59.58	65.54
	share of girls	40.42	34.46
(iii)	Caste-wise % share of Children in Parishad Schools		
	General	11.96	22.11
	OBC	37.54	35.27
	SC/ST	37.50	34.27
	Minority	13.00	8.35
(iv)	Caste-wise % share of Children in non- Parishad Schools		
	General	31.54	56.72
	OBC	30.22	15.24
	SC/ST	18.05	16.55
	Minority	20.19	11.49

The above table highlights the fact that if we look at total enrolment in the Parishad schools of Faizabad, girls account for slightly over half the total enrolment but as soon as we look at the enrolment in non-Parishad schools the proportion of boys (59.58 per cent) is much higher as compared to the girls. In case of Agra, however, even in the Parishad schools the proportion of boys is higher than that of the girls but this variation is much more prominent when we look at enrolment figures of boys and girls separately in the case of non-Parishad schools. It is a known fact that the non-Parishad schools, with the exception of government aided schools, charge tuition fees and the parents have to spend a relatively higher amount on the education

of each child in these schools. The gender discrimination in our society can therefore be gauged by the fact that in both the selected districts much higher proportion of boys are being sent to non-Parishad schools as compared to the girls. Even when we look at the caste wise figures we find that in the Parishad schools there is a higher proportion of children coming from SC/ST and OBC families and a relatively smaller proportion belonging to the general Caste. The situation is reversed in the case of non-Parishad schools. A much higher share of the children belong to general population as compared to their share in Parishad schools, The general population is usually economically better off than most of the people belonging to the SC/ST group and even OBC category. This probably explained why the general category has a higher share in the total enrolment figures of non-Parishad schools.

The better enrolment of general caste population children in non-Parishad schools as compared to other caste categories can be seen from the information being provided below [Table 1.8(c)]. Here again we are using the main Table 1.8 to estimate these percentages.

Table 1.8(c) : Percentage Share of Children in Other Schools Sex-wise

		Faizabad	Agra
i)	General Caste		
	a) % share of Boys in other Schools to total boys in all schools	64.53	68.51
	b) % share of Girls in other Schools in total girls in all schools	44.43	53.13
ii)	OBC Category		
	a) % share of Boys	31.99	23.84
	b) % share of Girls	22.51	19.72
iii)	SC/ST Category		
	a) % share of Boys	20.60	28.98
	b) % share of Girls	15.98	17.82
iv)	Minorities		
	a) % share of Boys	44.15	51.66
	b) % share of Girls	39.78	41.75

Table 1.8(c) highlights the bias against the girl child in every caste category. In each of the districts the proportion of boys enrolled in non-Parishad schools to total boys enrolled in Parishad and non-Parishad schools combined is much higher as compared to a similar proportion among girls. This goes to show that even after so many years and efforts to bring parity between the boys and girls in society have not really brought about the desired results. The other aspect which also is brought out is that the higher castes are sending a much higher proportion of both their boys as well as girls to non-Parishad schools. This goes to show that these schools are more popular as compared to the Parishad schools and thus a question mark regarding the social acceptability of Parishad schools arises. In the case of OBC's and the SC/ST group, however, the corresponding shares of both boys and girls is much lower in both the districts selected for the study. The dependence of these two categories on the Parishad schools may be as a result of economic compulsions. An insight into this aspect will actually be available in the chapter where we analyze the information collected from parents whose children are enrolled in Parishad or other schools.

When one talks of total enrolment in primary schools as well as maximum retention at the primary level, we have in mind the population of children in the 6-11 year age group as this is our target population. Table 1.9 provided details of children in the 6-11 year age group, children enrolled and the gross enrolment rates for the selected blocks individually and for the two districts as a whole. In our selected blocks of Faizabad district gross enrolment rates are rather low in the block of Rudauli (61.74 per cent). Rudauli block has a very low literacy rate of 40.85 per cent only and the district also has a high proportion of scheduled caste population (around 27 per cent). However, the enrolment rates are much higher in the other blocks and the figure for

Faizabad district as a whole is a healthy 85.26 per cent. The blocks of Agra selected by us depict a much better picture of gross enrolment. Ahtamadpur had the lowest rate of 87.26 per cent while in each of the remaining seven blocks the figures of gross enrolment rate was in excess of 92.5 per cent. In one block of each district viz. Masaudha and Fatehpur Sikri the gross enrolment rates were over 100 per cent. This is because children even below 6 years have been enrolled. This is primarily being done by the parents to get the advantage of free monthly rations.

Table 1.9: Details of Children in the age group 6-11 years 2001

Block	Total Children			Enrolled in Parishad Schools			Non-Enrolled Children			Gross Enrolment Rate
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Rudauli	16311	14859	31170	11088	8157	19245	804	783	1587	61.74
Mawai	9348	8792	18140	8120	5930	14050	884	1014	1898	77.45
Maya Bazar	9950	9801	19751	7694	8227	15931	160	159	319	80.66
Masaudha	11703	10917	226020	11246	11450	22696	157	162	319	100.34
Bikapur	11252	9575	20827	9387	9846	19233	287	346	633	92.35
Faizabad District	137282	125991	263273	117187	107290	224477	5041	5602	10643	85.26
Akola	9166	8809	17975	8705	8027	16732	461	782	1243	93.08
Barauli Ahir	17618	15796	33414	16712	14260	30972	906	1536	2442	92.69
Bichpuri	7836	7627	15463	8082	6602	14684	-246	1025	779	94.96
Shamsabad	13963	10784	24747	17324	8908	23232	-361	1876	1515	93.88
Bah	9905	8088	17993	9774	7268	17042	131	820	951	94.71
Pinahat	9874	8127	18001	9543	7205	16748	371	922	1253	93.04
Ahtamadpur	10832	9929	20761	9657	8460	18117	1175	1469	2644	87.26
Fatehpur Sikri	13032	10629	23661	13821	12056	25877	-789	-1427	-2216	109.37
Agra District	256402	218483	474885	246140	198419	444559	10262	20064	30326	93.61

Source: Office of the BSA, Faizabad and Agra

If universalisation of elementary education is to be achieved, then it is mandatory to provide easy access to schooling. This can best be achieved by locating

schools as close to the villages as possible. In Table 1.10 we are showing the percentage distribution of Parishad schools in our selected blocks on a distance wise basis. Taking Faizabad district first the overall picture of the district highlights the fact that over two-third of the Primary schools are located within 0.5 kms. From the village itself and slightly over one fourth of them between 0.5 to 1.5 km from the village. Thus only around 8 per cent of the Parishad schools are located beyond a range of 1.5 kms. Among the 5 blocks the top rank is held by Mawai where over 88 per cent schools are situated within 0.5 km of the villages. This is followed by Maya Bazar (74 per cent approx). The two blocks of Masaudha (43.48 per cent) and Bikapur (54.41 per cent) have the least proportion of schools within half a kilometer from a village.

Table 1.10: Distance wise Percentage Distribution of Parishad Schools in Selected Blocks (2001)

Blocks	Distance From Village			
	Upto 0.5 km	0.5 – 1.5 km	Above 1.5 km	Total
Rudauli	67.27	24.24	8.49	100.00
Mawai	88.61	3.80	7.59	100.00
Maya Bazar	74.27	19.82	5.41	100.00
Masaudha	43.48	46.74	9.78	100.00
Bikapur	45.41	27.20	18.39	100.00
Faizabad District	67.72	23.97	8.31	100.00
Akola	86.81	10.99	2.20	100.00
Barauli Ahir	68.28	26.21	5.51	100.00
Bichpuri	86.74	11.22	2.04	100.00
Shamsabad	68.75	22.50	8.75	100.00
Bah	73.50	16.24	10.26	100.00
Pinahat	65.09	26.42	8.49	100.00
Ahtamadpur	79.53	14.17	6.30	100.00
Fatehpur Sikri	72.22	22.22	5.56	100.00
Agra District	73.06	19.67	7.27	100.00

N.B. : In the case of Agra, the 3 distance group are upto 1 km, 1 to 1.5 km and above 1.5 km.

Source: Office of BSA, Faizabad and Agra

In case of Agra district around 73 per cent Parishad schools are located within one kilometer from the villages. On a block wise basis Akola (86.82 per cent) and Bichpuri (86.74 per cent) are top ranked among our selected blocks. The two relatively disadvantaged blocks are Barauli Ahir (68.28 per cent) and Shamsabad (68.75 per cent).

If the Parishad schools want that their social acceptability should follow an increasing path then it is essential to improve the quality of education in the Parishad schools on one hand and to improve the infra-structure facilities in the Parishad run schools on the other. These facilities include sufficient rooms, toilet and drinking water facilities, boundary wall, playground and proper seating arrangements etc. The availability of infrastructure facilities in the schools run by the Parishad in Faizabad as well as Agra is presented with the help of Table 1.11. The table highlights the fact that a majority of the primary schools have two class rooms. This is the basic norm which is being followed by the Parishad. Accordingly 71.52 per cent schools in the rural areas of Faizabad and 69.85 per cent of Agra have two rooms. As many as around 15.5 per cent schools in both district (rural areas) are lucky to have three class rooms. In Agra almost 7 per cent of the Parishad schools have four rooms or more. However, this percentage is only around 2.5 per cent in Faizabad. What is disturbing is that around 9 per cent schools in the rural areas of Faizabad and 3 per cent in Agra either do not have a school building or it is in a very dilapidated condition. Similarly around 1.25 per cent of these rural schools of Faizabad and nearly 5 per cent of rural schools of Agra are functioning with a single class room. The primary schools have five classes and figures indicated earlier show that average enrolment per school in 2001 was around 150 students. It can, therefore, be

visualized how difficult it will be for the primary schools to manage a total student strength of around 150 spread over five classes in case the school has no building, its building is in a dilapidated condition, or has only a single class room. The figures in percentages may not sound highly alarming but when we see the absolute number of such schools in each districts, it works out to 119 and 100 in Faizabad and Agra districts respectively. Going by average enrolment of even 150 for the state as a whole it means that around 17900 and 15000 students are faced with severe hardship as a result of lack of accommodation.

Table 1.11: Distribution of Schools According to Seating Accommodation and Water & Toilet Facilities (2001)

Details of Facilities	Faizabad			Agra		
	Rural	Urban	Total	Rural	Urban	Total
No building / Badly Damaged	105 (9.32)	9 (32.14)	114 (9.87)	38 (3.05)	52 (26.00)	90 (6.22)
One Room	14 (1.24)	2 (7.14)	16 (1.39)	62 (4.97)	- -	62 (4.28)
Two Rooms	806 (71.52)	17 (60.72)	823 (71.26)	871 (69.85)	89 (44.50)	960 (66.34)
Three Rooms	174 (15.43)	-	174 (15.06)	195 (15.64)	39 (19.50)	234 (16.17)
Four Rooms & above	28 (2.49)	-	28 (2.42)	81 (6.49)	20 (10.00)	101 (6.99)
Total	1127 (100.00)	28 (100.00)	1155 (100.00)	1247 (100.00)	200 (100.00)	1447 (100.00)
No. Toilet	528 (46.85)	3 (10.71)	531 (45.97)	916 (73.46)	-	916 (73.46)
No. Drinking Water	31 (2.75)	3 (10.71)	34 (2.94)	79 (6.34)	-	79 (6.34)
No. Boundary Wall	NA	NA	NA	893 (71.61)	-	893 (71.61)

NB : Figures in brackets denote percentages to total schools.

Source: Office of BSA, Faizabad and Agra

As many as nearly 47 per cent schools in Faizabad and as many as 73.5 per cent of Agra are functioning without toilets. The problem associated with the lack of this basic facility can be gauged by the fact that out of total enrolment in the primary schools around 51 and 47 per cent are girl students in Faizabad and Agra respectively. Besides this very nearly 3 per cent schools of Faizabad and around 6 per cent in Agra do not provide drinking water facilities to their children. While relevant details were not available for Faizabad, over 71 per cent of the rural schools of Agra do not have a boundary wall either. These shortcomings may contribute negatively when we talk of social acceptability of Parishad schools. In this case also, concrete evidence may be forthcoming while analyzing the views regarding social acceptability of Parishad schools and the factors affecting it adversely.

We have, in brief, presented a profile of the selected districts from the point of view of primary education. In the next chapter we will undertake the analysis of the primary information collected by us from the Primary schools from both our selected districts.

CHAPTER 2

THE EXISTING STATE OF PARISHAD SCHOOLS

In the previous chapter we have already presented a brief profile of our selected districts from the point of view of primary education. Besides this we had outlined the objectives of our study as well. Since the main objective is to try and assess the degree of social acceptability achieved by schools, which are being managed by the Basic Shiksha Parishad, it will be appropriate now to turn our attention to the Parishad schools which were operating in the selected blocks of our two districts. We will follow it up with an analysis of the non-Parishad schools in the next chapter.

In this chapter we will analyze the information collected by us through a field survey which covered 25 Parishad schools in five selected blocks of Faizabad and 40 schools from the eight selected blocks of Agra. To obtain relevant information a Schedule was specifically designed for Parishad Schools and information related to year of establishment, strength of teachers, infrastructure available, strength of students, facilities being offered to the enrolled children as well as the perception of the headmaster or teacher of the school, whose assistance was taken in collecting information about the school, was collected.

Table 2.1 provides the general information about all the 65 Parishad Schools spread over our 13 blocks from the districts of Faizabad and Agra. The table highlights the fact that most of the Parishad Schools are quite old. In Faizabad 88 per

Table 2.1 : General Information about Parishad Schools

District/ Block	Year Since Establishment			Number of Classrooms			Availability of Office Room	
	Over 20	10-20	Below 10	One	Two	Three or More	Yes	No
Rudauli	5	-	-	-	3	2	4	1
Mawai	5	-	-	-	3	2	3	2
Maya Bazar	4	1	-	1	2	2	3	2
Masaudha	3	1	1	-	2	3	3	2
Bikapur	5	-	-	-	2	3	5	-
Faizabad	22 (88.00)	2 (8.00)	1 (4.00)	1 (4.00)	12 (48.00)	12 (48.00)	18 (72.00)	7 (28.00)
Akola	3	1	1	-	1	4	5	-
Barauli Ahir	5	-	-	-	1	4	5	-
Bichpuri	3	1	1	-	1	4	3	2
Shamsabad	3	1	1	-	4	1	5	-
Bah	4	-	1	-	1	4	5	-
Pinahat	3	1	1	-	4	1	5	-
Ahtamadpur	3	-	2	-	3	2	4	1
Fatehpur Sikri	4	1	-	-	2	3	3	2
Agra	28 (70.00)	5 (12.50)	7 (17.50)	--	17 (42.50)	23 (57.50)	35 (87.50)	5 (12.50)

cent of the schools selected by us were over 20 years old. In fact only one school from Maya Bazar block and two from Masaudha block were in either of the other two age groups. In Agra only 70 per cent of the schools were over 20 years old and the proportion of schools which were either 10 to 20 years old or less than 10 years old was 12.5 and 17.5 per cent respectively. In fact Barauli Ahir was the only block of

Agra where all our sample schools were over 20 years old. All these schools from both districts had a pucca building. However, although the condition of the schools building was all right in general, two schools of Pinahat and one in Fatehpur Sikri was such that its condition was very bad. All these schools have leaking roofs and no proper flooring. In fact the school of Fatehpur Sikri located at Kaurai was in such a dilapidated condition that a part of it has collapsed and the parents have threatened not to send their children to school unless proper repair work is carried out. The headmaster says he is helpless to do anything in the absence of funds to carry out repair work.

In the entire sample there was only one school in Maya Bazar block of Faizabad which is functioning with one class room. It is indeed extremely difficult to manage five classes with only one classroom. In the remaining schools of Faizabad those having two classrooms or over two classrooms constituted an equal percentage (48 per cent each). In the case of Agra, however, as high as 57.5 per cent Parishad Schools have three or more classrooms while 42.5 per cent are managing with only two classrooms each. A high percentage of schools in Faizabad (72.0 per cent) and also in Agra (87.5 per cent) also have office rooms.

The infrastructure facilities available in the Parishad Schools are presented with the help of Table 2.2. It was observed that while drinking water facility was available in 96 per cent schools of Faizabad, the situation was relatively bad with respect to toilet facilities as well as playground availability. In both cases only 68 per cent of the schools had each of these facilities. The condition was bad in Bikapur where none of our selected schools had a toilet.

Table 2.2 : Infrastructural Facilities Available in Parishad Schools

District/ Blocks	Toilet		Drinking water		Play Ground		Seating Arrangement		Playing Material		Boundary Wall		Furniture for Teacher	
	Yes	No	Yes	No	Yes	No	Tat Patti	Nil	Yes	No	Yes	No	Yes	No
FAIZABAD														
Rudauli	2	3	4	1	4	1	4	1	4	1	3	2	5	-
Mawai	3	2	5	-	4	1	5	-	4	1	-	5	6	-
Maya Bazar	3	2	5	-	4	1	4	1	3	2	2	3	5	-
Masaudha	4	1	5	-	2	3	5	-	2	3	2	3	5	-
Bikapur	5	-	5	-	4	1	5	-	4	1	-	5	5	-
Faizabad	17 (68.00)	8 (32.00)	24 (96.00)	1 (4.00)	18 (68.00)	7 (32.00)	23	2	17 (68.00)	8 (32.00)	7 (28.00)	18 (72.00)	25 (100.0)	-
AGRA														
Akola	4	1	5	-	4	1	5	-	3	2	4	1	5	-
Barauli Ahir	4	1	5	-	4	1	5	-	4	1	5	-	5	-
Bichpuri	3	2	5	-	3	2	5	-	1	4	2	3	4	1
Shamsabad	4	1	4	1	4	1	5	-	4	1	2	3	5	-
Bah	5	-	5	-	4	1	5	-	2	3	2	3	5	-
Pinahat	4	1	5	-	3	2	5	-	2	3	1	4	5	-
Ahtamadpur	5	-	5	-	4	1	5	-	2	3	-	5	5	-
Fatehpur Sikri	4	1	4	1	1	4	5	-	4	1	3	2	5	-
Agra	33 (82.50)	7 (17.50)	38 (95.00)	2 (5.00)	27 (67.50)	13 (32.50)	40	-	22 (55.00)	18 (45.00)	19 (47.50)	21 (52.50)	39 (97.50)	1 (2.50)

In the case of Agra the proportion of schools with drinking water facilities (95 per cent) and playground availability (67.50 per cent) was almost identical as in the case of Faizabad. But the district scores over its counterpart with respect to toilet facilities since 82.5 per cent schools have this facility. The only blocks of Agra where

toilet facility was unavailable in any school were Bah and Ahtamadpur. It has already been pointed out earlier that toilet and drinking water facilities are of utmost importance in schools. Since the government has specifically targeted the girl child for enrolment, schools must have toilet facilities especially with them in mind.

Over two-third schools of Faizabad had playing material for the recreation of the students but only around one-fourth of them had a boundary wall. None of the selected schools of Mawai and Bikapur had a boundary wall. However, in each of the 25 schools selected from this district there were tables and chairs for the teachers. In Agra, on the other hand playing material facility was available in only 55 per cent schools. They, however, fared slightly better since almost 48 per cent schools had a boundary wall. All the selected schools had a boundary wall in Barauli Ahir while Ahtamadpur was the only block where none of our selected schools had a boundary wall. With the sole inception of one school in Bichpuri all other schools of Agra had the facility of chairs and tables for the teachers.

In order to achieve higher rates of enrolment and retention in the primary schools, the Parishad Schools offer various incentives to its children. All children enrolled in the Parishad schools are provided three kilograms of foodgrains every month. This facility is for all children. Of late another facility which is being extended to all children is the provision of free books in the primary schools. In the Case of the Scheduled Castes/Scheduled Tribes, OBC, Minority and the handicapped children there is also the facility of providing scholarships. As far as the SC/ST children are concerned, all of them are entitled to an annual scholarship of Rs.300/- each. Till last year the scholarship amount for OBC children was also Rs.300/- per child but from

each school only 3 children were eligible and their selection was based on the principle of income of their households. However, from 2003 the scholarship amount has been reduced to Rs.250/- but the number of scholarships has been raised to 6 students per school. Even children from minority community are eligible for a scholarship of Rs.300/- per annum. However, this is only for those who fall in the low income group. Besides this, among the SC category there is a special group of children whose parents were scavengers. This group is entitled to an annual scholarship of Rs.750/- per child. Yet another category eligible for scholarship of Rs.300/- per annum are the handicapped children. A survey of the schools revealed that scholarships are invariably available for a smaller number of children than the actual number of children who are eligible for them. This generally happens because each Parishad school has to furnish a full list of the eligible children from each category in July when the session begins. This first list is submitted to the Department of Social Welfare which sanctions the scholarship amount to each school. However, admissions generally continue in the months of August and September and at times even later. Each school thus has to submit a second list based on eligible children who joined school after the first list was sent. It is in these cases that scholarships are not received on a timely basis.

Table 2.3 focuses attention on the facilities which are being provided by the primary schools. In Faizabad, a total of 3299 students from different categories were being given scholarship in our selected schools. Out of these around 67 per cent were SC/ST children while nearly 29 per cent belonged to the minority community. The OBC children account for only around 4 per cent since only 3 children of this category are eligible for scholarship. In the case of Agra, the total number of children availing scholarships is 5401. This number is higher than Faizabad because of the fact that we

Table 2.3 : Different Facilities Being Enjoyed by Children in Parishad Schools

District/ Blocks	Scholarship According to Category of Children						Availability of Science and Maths Kits			Are Children Being Taught with Science Kit		If Not being taught what reason		
	SC/ST	OBC	Minority	Handicapped	Children from Scavenger Households	Total	Yes		No	Yes	No	Old Kit	Teachers not Expert	No help from BRC Coordinator
							Both Kits	Only 1 Kit						
FAIZABAD														
Rudauli	366 (50.90)	30 (4.17)	323 (44.93)	--	--	719 (100.0)	2	--	3	2	--	--	--	--
Mawai	455 (59.55)	30 (3.93)	279 (36.52)	--	--	764 (100.0)	1	--	4	1	--	--	--	--
Maya Bazar	480 (83.33)	22 (3.82)	74 (12.85)	--	--	576 (100.0)	3	--	2	3	--	--	--	--
Masaudha	379 (72.88)	24 (4.62)	117 (22.5)	--	--	520 (100.0)	3	--	2	3	--	--	--	--
Bikapur	541 (75.14)	22 (3.06)	157 (21.80)	--	--	720 (100.0)	4	--	1	4	--	--	--	--
Faizabad	2221 (67.32)	128 (3.88)	950 (28.80)	--	--	3299 (100.0)	13 (52.00)	--	12 (48.00)	13	--	--	--	--
AGRA														
Akola	1119 (90.75)	18 (1.46)	72 (5.84)	5 (0.41)	19 (1.54)	1233 (100.0)	2	3	--	4	1	1	--	--
Barauli Ahir	326 (82.53)	12 (3.04)	57 (14.43)	--	--	395 (100.0)	5	--	--	3	2	1	1	--
Bichpuri	475 (87.48)	14 (2.58)	24 (4.42)	4 (0.74)	26 (4.79)	543 (100.0)	--	1	4	1	--	--	--	--
Shamsabad	385 (66.38)	15 (2.59)	178 (30.69)	--	2 (0.34)	580 (100.0)	2	3	--	3	2	--	--	2
Bah	855 (93.75)	9 (0.99)	48 (5.26)	--	--	912 (100.0)	3	--	2	--	3	2	--	1
Pinahat	255 (88.85)	3 (1.05)	29 (10.10)	--	--	287 (100.0)	1	3	1	1	3	3	--	--
Ahtamadpur	562 (90.65)	12 (1.94)	46 (7.41)	--	--	831 (100.0)	2	1	2	1	2	1	--	1
Fatehpur Sikri	475 (57.16)	12 (1.44)	290 (34.90)	9 (1.08)	45 (5.42)	831 (100.0)	4	--	1	3	1	--	1	--
Agra	4452 (82.43)	95 (1.76)	744 (13.78)	18 (0.33)	92 (1.70)	5401 (100.0)	19 (47.50)	11 (27.50)	10 (25.00)	16	14	8	2	4

have covered 40 schools from eight blocks as compared to 25 schools in five blocks in Faizabad. Once again SC/ST children constitute the highest percentage of scholarship holders (82.4 per cent). In Agra we found in our sample children who were handicapped as well as children from scavenger families. However, their share in the total sample was rather small.

The other facility which Parishad schools enjoy is that science and maths kits have been developed at the level of DIET, NCERT or SCERT and the teachers are provided training to be able to use them effectively. The use of these kits makes the study of these subjects more interesting and therefore easy. In the case of Faizabad it was found that only 52 per cent schools from the 5 blocks had these kits. The worst offenders were the schools of Mawai where 4 out of the 5 schools did not have science or maths kits. However, the only consolation was that in all schools which had the science and maths kits, the teachers are using them while teaching the two subjects.

In the case of Agra only 25 per cent schools have reported non-availability of science and maths kits. But out of the 75 per cent which do possess them, face a different problem. Only 47.5 per cent of the schools have both the kits, while 27.5 per cent school have only one of the two kits. Moreover, out of 30 schools, where one or both the kits are available, in many as 14 (around 47 per cent schools) schools the use of the kits is not being made (Table 2.3). The most important reason cited for not using them is that the kits are very old and, therefore, not in a condition to be used. The other reasons are that teachers are not very skilled in their use and the request made by the schools to the BRC Coordinators for help in this connection has not been

forthcoming. The availability of science and maths kits and their use while teaching give the Parishad schools a definite edge over the other schools when we talk of good quality education. But the advantage is nullified if the schools do not have the kits or have kits which are not being used while teaching.

One of the major advantages which have been pointed out earlier with the Parishad Schools is their strength of trained teachers. Even after joining as trained teachers they are subjected to in-service training and refresher courses so as to keep them abreast with the latest teaching methods and teaching and learning materials. The analysis of this aspect is being done with the help of Table 2.4. In the twenty five schools of Faizabad there were a total of 77 teachers of whom around 58.5 per cent were female and the rest were male. Thus, the average number of teachers per school worked out to around 3. However, when we look at the five blocks individually two blocks namely Rudauli and Mawai had only around two teachers each while the average was three in the case of Maya Bazar and Bikapur blocks. The exception was Masaudha where the average number of teachers per school was as high as 5. The other striking feature of the schools of Masaudha is that out of a total of 25 teachers as many as 21 are females. It may be pointed out that Masaudha is only 7 kms. away from the district headquarter and so every lady teacher wants to get herself posted here. For this they use all their political and bureaucratic pulls. All the teachers of Faizabad, whether male or female are trained with the exception of one teacher (female) who is untrained. In the government there is the provision of employment on compassionate grounds in case of the death of a teacher. Some person from the family gets employment even if the individual is not trained. However, in all such cases they are provided in service training. The training which teachers received are in

Table 2.4 : Details of Teachers in Parishad Schools

District/ Blocks	Regular Teacher			Trained Regular Teacher			Type of Training Received by Regular Teacher				No. of Shiksha Mitra		
	Male	Female	Total	Male	Female	Total	In Service	Refresher Course	TLM	Teaching Method	Male	Female	Total
FAIZABAD													
Rudauli	4	7	11	4	6	10	11	11	6	11	3	--	3
Mawai	10	1	11	10	1	11	11	11	11	11	2	1	3
Maya Bazar	7	8	15	7	8	15	13	10	11	9	1	--	1
Masaudha	4	21	25	4	21	25	20	13	23	18	--	--	--
Bikapur	7	8	15	7	8	15	14	12	14	2	1	1	2
Faizabad	32 (41.56)	45 (58.44)	77 (100.0)	32	44	76	69 (89.61)	57 (74.02)	65 (84.42)	51 (66.23)	7	2	9
AGRA													
Akola	11	19	30	11	19	30	26	19	27	17	--	--	--
Barauli Ahir	7	19	26	7	19	26	25	10	24	12	--	--	--
Bichpuri	11	17	28	11	17	28	25	8	23	8	--	--	--
Shamsabad	5	12	17	5	12	17	13	8	15	--	--	--	--
Bah	7	10	17	6	7	13	15	4	10	7	--	1	1
Pinahat	13	1	14	12	1	13	11	8	10	2	--	--	--
Ahtamadpur	14	9	23	14	9	23	18	12	18	9	--	--	--
Fatehpur Sikri	8	14	22	8	14	22	21	5	10	--	--	--	--
Agra	76 (42.94)	101 (57.06)	177 (100.0)	74	98	172	154 (87.00)	74 (41.81)	137 (77.40)	55 (31.07)	--	1	1

Source : BSA Office, Faizabad and Agra.

service, refresher courses, training for TLM and in Teaching Methods. The table reveals that in Faizabad 89.61 per cent of the total teachers have received in-service training and around 84.42 per cent in TLM. The corresponding figures in the case of refresher courses and teaching methods worked out to be 74.02 and 66.23 per cent respectively. This goes to show that the DIET and BRCs have been active as far as training programmes of teachers is concerned. In the case of Faizabad only 9 Shiksha Mitra were found in the 25 schools and they were mainly in Rudauli, Mawai and Bikapur which had 3, 3 and 2 in that order.

When we look at Agra, the 40 schools covering the eight selected blocks had a total of 177 teachers. This implies that on an average each school has over 4 teachers. Thus, the situation is relatively better in this district as compared to Faizabad. Even when we look at the figures on a block-wise basis only three blocks, viz. Shamsabad, Bah and Pinahat has less than 4 teachers each. In fact the figure for Pinahat is even below 3. The blocks with highest average number of teachers per school are Akola (6 teachers), Bichpuri (5.8) and Barauli Ahir (5.2). All these three blocks are in close proximity to Agra proper and as a result teachers are very anxious to get posted in these blocks and remain here as long as possible. This is the reason why we also find the highest number of female teachers. In fact most of these teachers live in Agra proper and commute daily between Agra and their place of posting. As compared to this Bah and Pinahat are remotely located blocks from Agra and the terrain too is difficult. Consequently, teachers avoid getting posted here (Table 2.4).

All except 5 out of the 177 teachers from the schools of these selected blocks were untrained teachers. The reason for employing them is once again the fact that these teachers have been given employment on compassionate grounds. Coming to the types of training which these teachers receive it is revealed that 87 per cent have received in-service training and another 77 per cent training related to TLM. However, as compared to Faizabad a much smaller proportion of these teachers have attended refresher courses (41.8 per cent) and training for teaching methods (31.0 per cent). In the entire sample of 40 schools, only one school in Bah had a Shiksha Mitra (Table 2.4).

Tables 2.5(A), 2.5(B) and 2.5(C) give details of class-wise enrolment for boys and girls separately for a three year period, viz. 2000, 2001 and 2002. When we look at these three tables we find that although there are year to year fluctuations in the figures of class-wise enrolment, these fluctuations are not very disturbing if we look at the average strength of the schools over a three year period. This is being presented in Table 2.5(D).

Table 2.5 (A) : Sex-wise Enrolment in Parishad School (Year 2000)

District/ Blocks	Class I			Class II			Class III			Class IV			Class V			Total No. of Students			Average Enrolment Per School
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
FAIZABAD																			
Rudauli	260	200	460	193	108	301	117	48	165	105	46	151	84	41	125	759	443	1202	240
Mawai	155	109	264	211	133	344	189	123	312	220	103	323	181	81	262	956	549	1505	301
Maya Bazar	166	142	308	210	144	354	105	102	207	109	77	186	84	92	176	674	557	1231	246
Masaudha	267	276	543	158	178	336	112	155	267	128	117	245	112	85	197	777	811	1588	318
Bikapur	249	227	476	196	176	372	160	145	305	124	123	247	108	97	205	837	768	1605	321
Faizabad	1097	954	2051	968	739	1707	683	573	1256	686	466	1152	569	386	955	4003	3128	7131	285
AGRA																			
Akola	294	308	602	230	232	462	218	182	400	152	166	318	94	91	185	988	979	1967	393
Barauli Ahir	217	224	441	130	148	278	162	171	333	172	158	330	158	98	256	839	799	1638	328
Bichpuri	234	194	428	195	158	353	150	134	284	114	106	220	111	67	178	804	659	1463	293
Shamsabad	229	205	434	134	108	242	64	98	162	60	73	133	36	22	58	523	506	1029	206
Bah	241	193	434	133	131	264	137	142	279	99	110	209	77	68	145	687	644	1331	266
Pinahat	178	148	326	123	115	238	90	77	167	72	59	131	42	59	101	505	458	963	193
Ahtamadpur	164	155	319	161	159	320	139	116	255	100	89	189	90	84	174	654	603	1257	251
Fatehpur Sikri	231	220	451	210	155	365	132	130	262	139	110	249	89	76	165	801	691	1492	298
Agra	1788	1647	3435	1316	1206	2522	1092	1050	2142	908	871	1779	697	565	1262	5801	5339	11140	279

Source : BSA Office, Faizabad and Agra.

Table 2.5 (B) : Sex-wise Enrolment in Parishad School (Year 2001)

District/ Blocks	Class I			Class II			Class III			Class IV			Class V			Total No. of Students			Average Enrolment Per School
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
FAIZABAD																			
Rudauli	259	221	480	149	115	264	122	79	201	83	38	121	91	40	131	704	493	1197	239
Mawai	191	171	362	144	106	250	190	129	319	114	87	201	122	67	189	761	560	1321	264
Maya Bazar	135	150	285	176	153	329	178	106	284	79	84	163	91	64	155	659	557	1216	243
Masaudha	194	197	391	203	164	367	127	168	295	108	132	240	104	102	206	736	763	1499	300
Bikapur	198	226	424	231	198	429	176	170	346	123	116	239	102	99	201	830	809	1639	328
Faizabad	977	965	1942	903	736	1639	793	652	1445	507	457	964	510	372	882	3690	3182	6872	275
AGRA																			
Akola	295	278	573	236	283	519	170	169	339	180	162	342	107	103	210	988	995	1983	397
Barauli Ahir	200	158	358	173	200	373	130	154	284	168	161	329	158	146	304	829	819	1648	330
Bichpuri	194	150	344	173	162	335	148	125	273	113	112	225	95	81	181	723	630	1353	271
Shamsabad	153	163	316	117	112	229	83	89	172	38	73	111	32	34	66	423	471	894	179
Bah	145	157	302	143	134	277	126	119	245	109	106	215	65	82	147	588	598	1186	237
Pinahat	152	154	306	145	107	252	82	80	162	69	71	140	51	55	106	499	467	966	193
Ahtamadpur	131	130	261	128	153	281	150	147	297	105	98	203	83	90	173	597	618	1215	243
Fatehpur Sikri	197	189	386	234	214	448	190	135	325	109	93	202	102	85	187	832	716	1548	310
Agra	1467	1379	2846	1349	1365	2714	1079	1018	2097	891	876	1767	693	676	1369	5479	5314	10793	270

Source : BSA Office, Faizabad and Agra.

Table 2.5 (C) : Sex-wise Enrolment in Parishad School (Year 2002)

District/ Blocks	Class I			Class II			Class III			Class IV			Class V			Total No. of Students			Average Enrolment Per School
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
FAIZABAD																			
Rudauli	291	285	576	159	122	281	137	90	227	97	62	159	71	41	112	755	600	1355	271
Mawai	228	231	459	126	121	247	117	91	208	146	91	237	121	81	202	738	615	1353	271
Maya Bazar	127	131	258	141	131	272	120	121	241	127	82	209	65	73	138	580	538	1118	224
Masaudha	177	168	345	136	156	292	138	154	292	114	131	245	92	127	219	657	736	1393	279
Bikapur	206	260	466	191	206	397	200	160	360	135	156	291	140	88	228	872	870	1742	348
Faizabad	1029	1075	2104	753	736	1489	712	616	1328	619	522	1141	489	410	899	3602	3359	6961	278
AGRA																			
Akola	278	235	513	266	273	539	182	239	421	145	153	298	126	113	239	997	1013	2010	402
Barauli Ahir	217	193	410	216	212	428	171	193	364	112	135	247	123	121	244	839	854	1693	339
Bichpuri	223	195	418	187	175	362	139	143	282	123	112	235	81	90	171	753	715	1468	294
Shamsabad	184	183	367	115	139	254	84	99	183	53	72	125	26	57	83	462	550	1012	202
Bah	194	183	377	125	142	267	109	127	236	105	97	202	82	102	184	615	651	1266	253
Pinahat	156	137	293	99	128	227	104	80	184	66	81	147	104	99	203	529	525	1054	211
Ahtamadpur	161	164	325	111	133	244	97	104	201	117	97	214	80	74	154	566	572	1138	228
Fatehpur Sikri	176	190	366	196	221	417	188	208	396	126	105	231	83	81	164	769	805	1574	315
Agra	1589	1480	3069	1315	1423	2738	1074	1193	2267	847	852	1699	705	737	1442	5530	5685	11215	280

Source : BSA Office, Faizabad and Agra.

Table 2.5 (D) : Average Strength of the Primary Schools

Block/District	Average Strength of Students		
	2000	2001	2002
Rudauli	240	239	271
Mawai	301	264	271
Maya Bazar	246	243	224
Masaudha	318	300	279
Bikapur	321	328	348
Faizabad	285	275	278
Akola	393	397	402
Barauli Ahir	328	330	339
Bichpuri	293	271	294
Shamsabad	206	179	202
Bah	266	237	253
Pinahat	193	193	211
Ahtamadpur	251	243	228
Fatehpur Sikri	298	310	315
Agra	279	270	280

It can be seen from the Table 2.5(D) that on the whole average number of students in either of the two districts and during the three years fluctuated only between 270 and 280. However, among respective blocks there are variations. These variations are relatively low in Faizabad. The lowest enrolment figure for any given year was 224 and the highest figure was 348 (in 2002). In Agra, on the other hand average strength in schools of Shamsabad was around 200 while in the case of Akola it was around 400 students.

We have cast yet another table, Table 2.5(E) where we have shown the average strength of students on a class-wise basis across our selected blocks for the year 2002 already mentioned earlier.

Table 2.5 (E) : Class-wise Average Enrolment Figures

Block/District	Class-wise Enrolment				
	Class I	Class II	Class III	Class IV	Class V
Rudauli	92	60	33	30	25
Mawai	53	69	62	65	52
Maya Bazar	61	71	41	37	35
Masaudha	109	67	53	49	39
Bikapur	95	74	61	40	41
Faizabad	82	68	50	46	38
Akola	120	92	80	64	37
Barauli Ahir	88	56	67	66	51
Bichpuri	86	71	57	44	36
Shamsabad	87	48	32	27	12
Bah	87	53	56	42	29
Pinahat	65	48	33	26	20
Ahtamadpur	64	64	51	38	35
Fatehpur Sikri	90	73	52	50	33
Agra	86	63	54	44	32

The fluctuations which were observed in the block-wise strength of students in schools over the years, is also reflected in the average strength of students on a class-wise basis among the blocks as well. However, what strikes out is that as you move from Class I to Class V the average enrolment starts declining. This decline is quite marked in the case of Rudauli (From 91 in Class I to 25 in Class V) and Masaudha (From 109 in Class I to 39 in Class V) in the case of Faizabad and Akola (From 120 in Class I to 37 in Class V) and Shamsabad (From 87 in Class I to 12 in Class V). These figures indicate that despite the various incentives which the Parishad schools have been offering, they are not very successful in controlling retention.

Table 2.6 gives details about the strength of students on a caste-wise basis for the three year period 2000 to 2002. The most striking thing which is reflected from this table is that the general population has a very small proportion in the caste-wise enrolment figures of Parishad schools. This is true not only in Faizabad over the three years but also in Agra over the same period. In both districts only around 11 per cent children in total enrolment are from the general population. As a consequence SC/ST

Table 2.6 : Caste-wise Distribution of Children in Parishad Schools

District/ Block	2000					2001					2002				
	General	Minority	SC/ST	OBC	Total	General	Minority	SC/ST	OBC	Total	General	Minority	SC/ST	OBC	Total
Rudauli	44 (3.66)	355 (29.53)	343 (28.54)	460 (38.27)	1202 (100.0)	64 (5.35)	324 (27.07)	372 (31.03)	437 (36.50)	1197 (100.0)	69 (5.09)	365 (26.94)	441 (32.55)	480 (35.42)	1355 (100.0)
Mawai	170 (11.30)	449 (29.83)	519 (34.49)	367 (24.38)	1505 (100.0)	224 (16.96)	354 (26.80)	511 (38.68)	232 (17.56)	1321 (100.0)	223 (16.48)	375 (27.72)	504 (37.25)	251 (18.55)	1353 (100.0)
Maya Bazar	199 (16.17)	102 (8.29)	571 (46.39)	359 (29.17)	1231 (100.0)	185 (15.21)	117 (9.62)	558 (45.89)	356 (29.28)	1216 (100.0)	139 (12.43)	91 (8.14)	531 (47.50)	357 (31.93)	1118 (100.0)
Masaudha	169 (10.64)	181 (11.40)	530 (33.38)	708 (44.58)	1588 (100.0)	147 (9.81)	161 (10.74)	506 (33.76)	685 (45.69)	1499 (100.0)	129 (9.26)	173 (12.42)	466 (33.45)	625 (44.87)	1393 (100.0)
Bikapur	263 (16.39)	224 (13.96)	552 (34.39)	566 (35.26)	1605 (100.0)	231 (14.09)	180 (10.98)	607 (37.04)	621 (37.89)	1639 (100.0)	217 (12.46)	184 (10.56)	642 (36.85)	699 (40.13)	1742 (100.0)
Faizabad	845 (11.85)	1311 (18.38)	2515 (35.27)	2460 (34.50)	7131 (100.0)	851 (12.38)	1136 (16.53)	2554 (37.17)	2331 (33.92)	6872 (100.0)	777 (11.16)	1188 (17.07)	2584 (37.12)	2412 (34.65)	6961 (100.0)
Akola	89 (4.52)	89 (4.52)	1274 (64.74)	516 (26.22)	1968 (100.0)	95 (4.79)	100 (5.04)	1286 (64.85)	502 (25.32)	1983 (100.0)	116 (5.77)	82 (4.08)	1315 (65.42)	497 (24.73)	2010 (100.0)
Barauli Ahir	180 (10.99)	70 (4.27)	412 (25.15)	976 (59.59)	1638 (100.0)	162 (9.83)	64 (3.88)	406 (24.64)	1016 (61.65)	1648 (100.0)	159 (9.39)	74 (4.37)	412 (24.34)	1048 (61.90)	1693 (100.0)
Bichpuri	204 (13.94)	37 (2.53)	694 (47.44)	528 (36.09)	1463 (100.0)	88 (6.48)	36 (2.65)	678 (49.93)	556 (40.94)	1358 (100.0)	42 (2.86)	33 (2.25)	729 (49.66)	664 (45.23)	1468 (100.0)
Shamsabad	167 (16.23)	223 (21.67)	458 (44.51)	181 (17.59)	1029 (100.0)	118 (13.20)	204 (22.82)	437 (48.88)	135 (15.10)	894 (100.0)	150 (14.82)	242 (23.91)	482 (47.63)	138 (13.64)	1012 (100.0)
Bah	96 (7.21)	58 (4.36)	898 (67.47)	279 (20.36)	1331 (100.0)	73 (6.16)	48 (4.05)	887 (74.79)	178 (15.00)	1186 (100.0)	69 (5.45)	69 (5.45)	961 (75.91)	167 (13.19)	1266 (100.0)
Pinahat	310 (32.19)	29 (3.02)	337 (34.99)	287 (29.80)	963 (100.0)	340 (35.20)	31 (3.21)	275 (28.47)	320 (33.13)	966 (100.0)	420 (39.85)	36 (3.42)	248 (23.53)	350 (33.20)	1054 (100.0)
Ahtamadpur	85 (6.76)	80 (6.36)	719 (57.20)	373 (29.68)	1257 (100.0)	124 (10.21)	75 (6.17)	643 (52.92)	373 (30.70)	1215 (100.0)	115 (10.11)	85 (7.47)	554 (48.68)	384 (33.74)	1138 (100.0)
Fatehpur Sikri	148 (9.92)	303 (20.31)	633 (42.43)	408 (27.34)	1492 (100.0)	147 (9.50)	370 (23.90)	636 (41.09)	395 (25.51)	1548 (100.0)	113 (7.18)	304 (19.31)	681 (43.27)	476 (30.24)	1574 (100.0)
Agra	1279 (11.48)	889 (7.98)	5425 (48.69)	3548 (31.85)	11141 (100.0)	1147 (10.62)	928 (8.59)	5248 (48.61)	3475 (32.18)	10798 (100.0)	1184 (10.55)	925 (8.25)	5382 (47.99)	3724 (33.21)	11215 (100.0)

Source : BSA Office, Faizabad and Agra.

and OBC children dominate the enrolment list. This is an indicator towards the fact that only a specific section of the population is seeking enrolment in these schools and this may, therefore, be some reflection on the level of social acceptability of these schools. This fact will be verified when we look at the enrolment pattern of students on a caste-wise basis in non-Parishad schools. Moreover, further confirmation will also be available when we analyze the schedules of parents.

If proper education is to be imparted to the children it is not enough to have good teachers and regular teaching of good quality. It is equally important that even students must be regular and willing to learn. While incentives have been given to encourage enrolment, does it also mean regular attendance in schools. This is one of the queries made by us in our schedule. In the case of Faizabad only one school from Masaudha block has reported that attendance of children is poor and reason cited is that they are not interested in studies. However, good attendance has been reported only by 44 per cent schools. This problem seems to be more acute in the case of Agra where as many as 35 per cent of the schools have reported poor attendance. In fact only in Akola and Ahtamadpur are the two blocks which do not report cases of poor attendance from any school. Only 17.5 per cent schools reported that attendance is good. There are various reasons cited for poor attendance but the two important ones are that even the child is an earner and so helps in supplementing the low income of the household and that the children are engaged in household activities. Here it may be pointed out that children are entitled to monthly rations only when they have 80 per cent attendance. But there is so much pressure on the teachers that he has to manipulate the registers. The Parishad schools must, therefore, become strict and ensure regularity of students not only from the point of view of giving ration

strictly on the basis of 80 per cent attendance but also if they want to ensure that the child takes advantages of the things which are taught to him. Primary education is not simply to make the child literate but to provide the base with the help of which he or she can acquire higher knowledge.

Table 2.7 : Attendance in Parishad Schools

Block/District	Pattern of Attendance			Reasons for Poor Attendance				
	Good	Average	Poor	Children are Earners	Child not interested in studies	Engaged in Household work	Lack of quality education	Shortage of Teachers
Rudauli	2	3	--	--	--	--	--	--
Mawai	2	3	--	--	--	--	--	--
Maya Bazar	2	3	--	--	--	--	--	--
Masaudha	2	2	1	-	1	--	--	--
Bikapur	3	2	--	--	--	--	--	--
Faizabad	11 (44.00)	13 (52.00)	1 (4.00)	--	1	--	--	--
Akola	2	3	--	--	--	--	--	--
Barauli Ahir	1	3	1	1	--	--	--	--
Bichpuri	2	2	1	1	--	--	--	--
Shamsabad	--	3	2	1	--	1	--	--
Bah	1	1	3	1	--	2	--	--
Pinahat	--	2	3	1	--	2	--	--
Ahtamadpur	1	4	--	--	--	--	--	--
Fatehpur Sikri	--	1	4	--	1	1	1	1
Agra	7 (17.50)	19 (47.50)	14 (35.00)	5	1	6	1	1

We enquire from the headmasters/teachers of our selected primary schools about the steps which the Parishad schools have taken to ensure good quality education. In this connection, we have received multiple responses and these have been tabulated and presented in Table 2.8. The two most important steps which have been highlighted by all the schools in all the five blocks of Faizabad are regularity of classes and the regularity of teachers. The responses received are 96 and 100 per

cent respectively in this connection. The other important steps which around 60 per cent schools are trying to achieve is regularity of students (60 per cent), regular meetings of the Village Education Committee (60 per cent) and to ensure regular visits of the co-ordinators of the BRC and NPRC of their area (64 per cent). The other steps include regular visits of the ABSA, regularity regarding Parent-Teacher meetings and the proper and regular use of TLM and the maths and science kits. However, the responses in these cases are much less.

In the case of Agra also regularity of classes and regularity of teachers are the most important aspects to improve the quality of education and responses were as high as 92.5 and 100 per cent respectively. The next in importance are regular visit of BRC and NPRC Coordinator (60 per cent), regular meeting of the Village Education Committee (57.5 per cent) and regular attendance of students. The other efforts, as was the case in Faizabad are lower on the priority list (Table 2.8).

We, therefore, find that schools spread across the two districts have a similar priority list for ensuring that qualitative improvements are achieved in primary education. All these measures have their own significance and if the schools can ensure that these efforts are successfully introduced and implemented, they are bound to bring about the desired change in the quality of education. The key to their success is that efforts must not be half-hearted. For example, in an earlier table we had seen that some Parishad schools are not using their science or maths kits because the teachers are not well trained to use them and the cooperation which they seek from the coordinators of BRC and NPRC is not being provided. Similarly, the regularity of teachers and teaching in classrooms can be ensured if the ABSA is strict and is

Table 2.8 : Steps Taken to Ensure Good Quality Education

Block/District	Regular Classes	Regularity of Teachers	Regularity of Students	Regular Meeting of VEC	Regular visit of ABSA	Regular Visit of BRC/ NPRC Coordinators	Regular Parents-Teacher Meeting	Use of TLM and Kits
Rudauli	5	5	2	3	--	2	2	1
Mawai	4	5	2	4	1	4	1	1
Maya Bazar	5	5	4	1	1	3	1	1
Masaudha	5	5	3	4	2	3	2	4
Bikapur	5	5	4	3	3	4	2	2
Faizabad	24 (96.00)	25 (100.00)	15 (60.00)	15 (60.00)	7 (28.00)	16 (64.00)	8 (32.00)	9 (36.00)
Akola	4	5	2	4	4	4	1	4
Barauli Ahir	5	5	2	4	3	3	1	1
Bichpuri	5	5	4	4	4	5	3	3
Shamsabad	4	5	1	1	1	1	-	2
Bah	5	5	4	2	-	3	2	-
Pinahat	5	5	2	3	2	3	-	1
Ahtamadpur	5	5	3	4	-	4	--	--
Fatehpur Sikri	4	5	4	1	2	1	--	--
Agra	37 (92.50)	40 (100.0)	22 (55.00)	23 (57.50)	16 (40.00)	24 (60.00)	7 (17.50)	11 (27.50)

regularly inspecting the schools under him. The VEC itself can act as an important pressure group to bring about improvement in the quality of education. Similarly, if the Parent-Teacher Meetings are held regularly the teachers can appraise the parents about the regularity or irregularity of their children in attending school and sort out some of the genuine problems of the children. It is, therefore, not sufficient to merely think of ways and means for improving the quality of education. The measures thought of must be implemented very strictly and in all earnestness to ensure that the desired results are obtained.

The primary goal of the government to attain universalisation of elementary education can not be achieved until and unless the government achieves 100 per cent enrolment rates all over the state and also ensures 100 per cent retention upto the primary level. It was pointed out earlier that children are not regularly attending school because of either economic reasons, or because they are engaged in household activities (girls in particular) or simply because they are not interested in studies. Some even do not attend since the timings do not suit them. There are factors which are not only affecting regular attendance but are also the causes which lead to non-enrolment and drop-outs. We thus asked the headmasters to identify the ways and means which are being adopted to ensure higher enrolment and minimum drop-out rates. For details in this connection please see Table 2.9. Here also we have received multiple responses from the Parishad Schools.

To ensure high enrolment the most important steps taken by the schools of Faizabad is through public contact and through the Village Education Committee. It is a fact that any work at the community level can be a resounding success if awareness and community participation can be achieved. We have a positive response from 80 per cent schools in this connection. The next important way is through the Bal Gadna Register which provides details about the children in the school going age group. If the headmaster and the teachers know the number of such children they can then make efforts to ensure their enrolment. The other ways adopted, although to a much lesser extent are by organizing awareness campaigns and rallies, personal influence with the parents and by trying to improve the quality of education which would then impress the students as well as their parents.

Table 2.9 : Ways Adopted to Ensure Enrolment and Low Drop-Outs

Block/District	ENROLMENT					DROP-OUTS				Through Summer Camps	No Step Taken
	Bal Gadna	Public Contact & VEC Meeting	Quality Education	Awareness Campaign and Rallies	Personal Influence	Through VEC Meeting	Regularity of Teaching	Contact with Parents	Entertainment and Games		
Rudauli	4	4	1	2	1	5	1	3	--	--	--
Mawai	5	5	--	--	--	2	--	5	--	--	--
Maya Bazar	3	3	--	1	--	--	--	4	1	--	--
Masaudha	3	5	--	1	--	--	--	4	1	--	--
Bikapur	4	3	--	1	--	1	--	5	--	--	--
Faizabad	19 (76.00)	20 (80.00)	1 (4.00)	5 (20.00)	1 (4.00)	8 (32.00)	1 (4.00)	21 (84.00)	2 (8.00)	--	--
Akola	3	3	--	--	--	--	--	5	--	--	--
Barauli Ahir	2	4	--	1	--	--	--	4	--	1	--
Bichpuri	2	1	--	3	--	1	--	5	--	--	--
Shamsabad	4	3	--	--	--	1	--	5	--	--	--
Bah	3	3	--	1	--	--	--	5	--	--	--
Pinahat	5	--	--	--	--	1	--	5	--	--	--
Ahtamadpur	4	4	--	1	--	2	--	4	--	--	--
Fatehpur Sikri	4	--	--	1	--	--	1	3	--	--	1
Agra	27 (67.50)	18 (45.00)	--	7 (17.50)	--	5 (12.50)	1 (2.50)	36 (90.00)	--	1 (2.50)	1 (2.50)

When it comes to checking drop-out rates the single most important method being used by schools of Faizabad is regular contact with parents. We have received 84 per cent responses in this connection. The next in importance is through Village Education Committee Meetings (32 per cent).

Among the schools of Agra it is observed that they are making the Bal Gadna Register as their base for improving the rates of enrolment. Over 67 per cent schools have listed this as means of ensuring high enrolment. Public contact and the Village

Education Committee meeting with 45 per cent response comes second in importance and the only other method being adopted is awareness campaigns and rallies (17.5 per cent). When it comes to halting the drop-out rates even Agra is making efforts to improve levels of retention by keeping regular contacts with parents (90 per cent response) and impressing upon them the significance of every child attaining education at least upto the primary level. Other methods adopted are not very significant as shown in Table 2.9. However, what was perplexing was that one school in Fatehpur Sikri has reported that it is not making any serious effort to check drop-out rates.

One of the ways to assess social acceptability of a Parishad school is to look at its strength. But if students are leaving a Parishad school then a question mark may be raised on the level of social acceptability. We, therefore, asked our selected schools to provide us information regarding the number of children who left the Parishad school last year and why they left school. We will deal with this issue with the help of Table 2.10. As far as Faizabad is concerned no case of children leaving the school was reported from 36 per cent schools. Bikapur alone accounted for 4 such schools where last year none of the children enrolled left the school. However, 56 per cent schools reported cases of leaving school and these included four schools each in Maya Bazar and Masaudha respectively. These students from the various blocks left the Parishad schools to join other schools. Multiple reasons have been given for leaving the school and the single most important reason which emerges is the lack of facilities in these schools such as insufficient teachers and lack of classrooms. The next important factor causing children to go elsewhere is the poor quality of teaching and irregularity in teaching. The other reasons cited are transfer of parents, problem

of distance of the school from the child's residence and the attraction of a private school in the absence of quality education in the Parishad school where the child was enrolled. In the 25 schools surveyed in Faizabad a total of 225 children had left the Parishad school last year and the schools of Masaudha alone accounted for 75 children. In the district the average number of children leaving school works out to 9 children per school. One school each from Rudauli and Mawai have also reported cases of drop-outs.

Table 2.10 : **Reasons for Leaving Parishad Schools**

Block/District	Number of Schools from which Children Left and Reason			Reasons for Joining Another School						Total Number of Children who left Parishad School last Year
	Did not Leave	To Join Another School	Drop-Out	Lack of Facilities, i.e. Teachers or Classrooms	Poor Quality and Irregular Teaching	Attraction of Private Schools	Transfer of Parents	Distance Problem	To Join Another Parishad School	
Rudauli	1	3	1	1	1	1*	1	1	--	37
Mawai	2	2	1	2	1	--	--	--	--	54
Maya Bazar	1	4	--	1	2	--	2	1	--	45
Masaudha	1	4	--	4	1	--	--	2	--	75
Bikapur	4	1	--	1	1	--	--	--	--	14
Faizabad	9 (36.00)	14 (56.00)	2 (8.00)	9	6	1	3	4	--	225
Akola	2	1	2	1	1	--	1	--	--	99
Barauli Ahir	3	2	--	2	1	1	--	--	--	25
Bichpuri	2	1	2	--	--	--	--	--	1	90
Shamsabad	--	5	--	2	--	5	--	--	--	141
Bah	1	3	1	1	1	3	--	--	--	94
Pinahat	1	3	1	2	1	1	--	--	1	46
Ahtamadpur	1	4	--	1	1	3	--	--	--	175
Fatehpur Sikri	1	4	--	1	1	3	1	--	--	96
Agra	11 (27.50)	23 (57.50)	6 (15.00)	11	6	14	2	--	2	766

*This is a case where seven children from minority community left the Parishad School to join a Madarsa.

When we look at the corresponding figures for the schools of Agra the share of schools from which children have gone to other schools is nearly similar to that obtained in Faizabad, i.e. 57.50 per cent. However, the rate of drop-out is slightly higher and so only 27.50 per cent schools have reported that children have not left their school. All schools of Shamsabad have had cases of children leaving school while in the blocks of Ahtamadpur and Fatehpur Sikri four out of the five schools in each block reports cases of children joining other school. Once again the poor facilities offered by schools emerges as a significant factor and as against this the private schools are proving to be a much greater attraction. The poor facilities is also associated with poor quality and irregularity of teaching in many cases. It is, therefore, quite obvious that despite the fact that the Parishad schools claim to be making every possible effort to improve facilities offered by them and bring about a qualitative change in teaching itself, they have not ~~been~~ achieved the desired goal and so children tend to change over to a privately run school. The total number of such cases in all 8 blocks of Agra taken together was 766 and this implies that last year on an average around 19 children left each school. This figure is more than twice the figure found in Faizabad. However, if we look at our selected blocks these figures are much higher than the district average in the case of Ahtamadpur where on an average 35 students left school last year and in Shamsabad this figure stood at 28 per school. Barauli Ahir was the only block where children from only two schools joined other school and so the average children leaving Parishad school was as low as 5 per school (Table 2.10).

When we spoke to the headmaster or teachers in this connection, they shared some of their observations. First of all they pointed out that children get admitted to Parishad and other schools simultaneously and there is no check on this. They join the former category of school for its incentives like free ration, free books and scholarships. They then either stop coming altogether or are very irregular. There is no way to check double admission. Moreover, in some areas private schools are opened by a given caste/community and they lure away a large number of children belonging to their caste/community. The headmasters of Rudauli (Faizabad) and Bah (Agra) gave specific example of such cases.

Since the Basic Shiksha Parishad is spending such large amounts on the Parishad schools and even policies are being devised to improve facilities and quality of education, it is a setback to see that these are the factors influencing a negative effect and causing parents to withdraw their children from the Parishad to other schools of their area. The Parishad must, therefore, identify the bottlenecks leading to these negative results and find suitable solutions as soon as possible. Any delay will only worsen the situation further and the damage caused may prove irreparable.

Just as we had enquired whether children are leaving Parishad schools, we also collected information from our selected Parishad schools whether children from non-Parishad schools have joined their school. This hopefully will show the better side of the Parishad schools and indicate improvement in their social acceptability. For the details in this connection please see Table 2.11. It is encouraging to note that in as many as 44 per cent schools of Faizabad, children from other schools took admission

in the Parishad schools. Taking all the 25 schools together a total of 170 children took admission in the Parishad schools from other schools. Rudauli itself accounted for 81 out of these cases. When we look at class-wise figures out of the total cases in 5 blocks taken together, Class I alone accounted for 30 per cent cases and was followed by Class III (28.82 per cent). Classes II and IV had an identical proportion (15.88 per cent), while the rest were in Class V.

Table 2.11: Children Coming to Parishad School

Block/District	Are Children Coming from other School		Total Number Class-wise					Total Students Joining Parishad Schools
	Yes	No	Class I	Class II	Class III	Class IV	Class V	
Rudauli	2	3	46	13	17	3	2	81
Mawai	2	3	--	--	8	3	1	12
Maya Bazar	2	3	--	2	5	3	2	12
Masaudha	3	2	2	7	11	12	6	38
Bikapur	2	3	3	5	8	6	5	27
Faizabad	11 (44.00)	14 (56.00)	51 (30.00)	27 (15.88)	49 (28.82)	27 (15.88)	16 (9.41)	170 (100.0)
Akola	4	1	--	51	40	22	18	131
Barauli Ahir	3	2	10	22	16	9	3	60
Bichpuri	3	2	4	6	5	4	1	20
Shamsabad	2	3	--	6	11	8	--	25
Bah	4	1	--	22	20	12	5	59
Pinahat	5	--	--	23	13	15	4	55
Ahtamadpur	5	--	7	33	16	10	1	67
Fatehpur Sikri	5	--	--	8	6	4	1	19
Agra	31 (77.50)	9 (22.50)	21 (4.82)	171 (39.22)	127 (29.12)	84 (19.27)	33 (7.57)	436 (100.0)

In Agra the percentage share of schools reporting that children from other schools are joining the Parishad school was as high as 77.5 per cent. The block with

maximum number of such students was Akola with 131 students which means that on an average 26 boys joined each of the 5 Parishad schools of this block. On a class-wise basis maximum inflow was in Class II which accounted for 39.22 per cent cases and was closely followed by Class III with 29.12 per cent. Class IV accounted for around 19 per cent children while the share of Class I and Class V was nominal (Table 2.11).

These figures highlight the fact that there is a two way traffic between the Parishad and other schools. So, if children are leaving Parishad schools to join non-Parishad schools, the reverse is also true. In fact, there are some blocks where the number of students joining Parishad School from other schools is more than those leaving Parishad schools. These blocks are Rudauli and Bikapur in Faizabad and Akola, Barauli Ahir and Pinahat in Agra. However, in both Faizabad as well as Agra, the number of students leaving Parishad schools is more than those coming over to the Parishad Schools.

An enquiry into the factors affecting children to shift from other to Parishad schools revealed that there are mainly three reasons which can explain this phenomenon. First of all are the economic reasons. Many parents who opted for the private school could not manage the expenses with their given levels of income and so changed the school of their children. The other economic reason is the incentives which the Parishad schools are offering to the children are an attraction to some parents and they, therefore, transfer their children to Parishad schools. The non-economic reason is that after getting their children enrolled in non-Parishad schools some parents come to the conclusion that these schools are not really as good as they

had anticipated. Teachers in these schools are untrained. Yet they have to incur considerable expenses on the education of their children. Since there are some Parishad schools which have sufficient number of teachers who are also teaching properly the parents do not mind changing their opinion regarding Parishad schools. Thus, there is a case in favour of social acceptability of the Parishad schools as well. However, if change is being done only for economic reasons, then the Parishad schools need not take any credit. In that case they must introduce the corrective measures which are needed to bring about the qualitative improvements in Parishad schools.

We asked the headmaster about the economic background of the children to ascertain whether they come only from the poorer section of society. The details are tabulated and presented in Table 2.12. In the case of Faizabad 60 per cent of the schools have reported that children enrolled in the Parishad schools are mainly coming from the poorer section of society. The rest report that not all come from this section alone and that they represent even the middle class households. Rudauli is one block from where the children are mainly from the poor families. Even in Maya Bazar 4 out of 5 schools reported that children mainly represent poor households. Multiple responses have been received about the factors which attribute to children from the economically weaker section being present in the Parishad schools. The most important factor is the availability of monthly rations and free education. Both these are economic factors. The other economic factors are availability of scholarships and poor economic conditions of the parents. The only non-economic factor to figure in our responses is the indifferent attitude of parents towards the education of their children.

Table 2.12 : Economic Background of Children

Block/District	Children Coming from			Why only from Poor Section of Society?					
	Rich	Mainly Poor	Both Rich and Poor Middle Class	Scholarship	Ration	No Fee	Attitude of Parents	Economic Reasons	Better Quality of Education
Rudauli	--	5	--	2	3	2	2	1	--
Mawai	--	3	2	1	--	1	1	1	--
Maya Bazar	--	4	1	1	2	2	1	1	--
Masaudha	--	2	3	--	1	1	--	1	--
Bikapur	--	1	4	--	--	--	1	--	--
Faizabad	--	15 (60.00)	10 (40.00)	4	6	6	5	4	--
Akola	--	2	3	1	1	--	--	2	--
Barauli A'hir	--	3	2	--	1	1	--	--	2
Bichpuri	--	2	3	1	1	--	--	1	--
Shamsabad	--	5	--	--	--	1	--	--	4
Bah	--	3	2	--	--	--	--	1	2
Pinahat	--	2	3	1	1	1	--	--	--
Ahtamadpur	--	2	3	--	1	--	--	2	--
Fatehpur Sikri	--	5	--	--	2	2	--	2	--
Agra	--	24 (60.00)	16 (40.00)	3	7	5	--	8	8

It is a coincidence that even in the case of Agra 60 per cent schools have stated that children in the Parishad schools are mainly from the poorer sections of society. Among the blocks Shamsabad and Fatehpur Sikri were those where this is found in all the schools surveyed by us. Once again economic compulsions force the parents of poorer households to send their children to Parishad schools. The reasons stated are economic reason or low income, availability of free rations and free education. However, some feel that since they do not have to pay fees, free rations are available and the Parishad has trained teachers they seem to be satisfied even with the quality of education provided by these schools.

We asked the headmasters to point out some of the advantages which are enjoyed by other schools functioning in their area. In Faizabad 56 per cent schools feel that the other schools do not enjoy any specific advantage over their school. However, among the 44 per cent who feel that other schools do enjoy some advantage various aspects were identified and we received multiple answers. This information is provided in Table 2.13. The main advantages indicated are better facilities and more teachers. Some of the other advantages pointed out are that these schools have better management, they maintain better discipline, teaching is regular and they teach English. However, these aspects are less important than better facilities and more teachers.

Even in the case of Agra only 40 per cent of the schools feel that other schools are in an advantageous position as compared to the Parishad Schools. Hence the most important advantage indicated is better facilities and this is followed by regular teaching. Other factors which are also important is that other schools provide good quality education and have sufficient teachers (Table 2.13).

We may conclude from this analysis that even though only around 40 per cent Parishad schools feel that other schools have an advantage, the Parishad should look into the areas which are the strong points of non-Parishad schools and devise ways and means to improve their own schools on the same lines. Once the Parishad schools also have the same advantages they will come at par with the other schools.

Table 2.13 : Advantage Enjoys by Other Schools

Block/District	Other Schools Enjoyed Advantages		Advantages						
	Yes	No	More Teachers	Better Facilities	Better Manage- ment	English	Discipline	Regular Teaching	Good Quality Education
Rudauli	3	2	2	1	1	--	--	--	--
Mawai	4	1	3	2	1	3	1	--	--
Maya Bazar	2	3	1	2	--	--	--	1	--
Masaudha	--	5	--	--	--	--	--	--	--
Bikapur	2	3	1	2	--	--	--	1	--
Faizabad	11 (44.00)	14 (56.00)	7	7	2	3	1	2	--
Akola	1	4	--	1	--	1	--	1	1
Barauli Ahir	2	3	1	2	1	--	--	2	1
Bichpuri	1	4	--	1	--	1	--	--	1
Shamsabad	2	3	2	2	--	1	--	1	1
Bah	3	2	2	2	--	--	1	--	--
Pinahat	2	3	--	2	--	--	--	--	--
Ahtamadpur	3	2	1	3	-	1	1	3	1
Fatehpur Sikri	2	3	1	1	1	1	--	2	2
Agra	16 (40.00)	24 (60.00)	7	14	2	5	2	9	7

Having looked at the advantages of the non-Parishad schools over the Parishad ones, as viewed by the Parishad teachers themselves, it was equally important to have their opinion about the advantages which were enjoyed by the Parishad schools in comparison with other schools. We also had their views regarding the degree of social acceptability enjoyed by the Parishad schools as well as the ways and means which can be beneficial to enhance the degree of social acceptability from the present situation. The responses received for these issues have been tabulated in Table 2.14.

Table 2.14 : Advantage Enjoyed by Parishad Schools

Block/District	Advantage of Parishad School				Degree of Social Acceptability			Causes of Low Acceptability						
	No Advantage	Trained & Qualified Teachers	Free Education	Various Incentives	High	Moderate	Low	Lack of Facilities	Lack of Teachers & Extra Work on Teachers	Politics in Education	Poor Quality of Education	Indifference Among Parents about Parishad School	Incentives only for Increasing Enrolment	No Regular Assessment of Students
Rudauli	--	4	2	1	--	3	2	3	5	1	1	--	--	--
Mawai	--	5	4	1	1	3	1	1	2	--	--	--	--	--
Maya Bazar	--	5	3	1	1	3	1	2	2	--	--	--	--	--
Masaudha	--	5	2	1	--	2	3	4	2	1	--	--	--	--
Bikapur	--	5	2	2	1	4	--	--	--	--	--	--	--	--
Faizabad	--	24 (96.00)	13 (52.00)	6 (24.00)	3 (12.00)	15 (60.00)	7 (28.00)	10 (40.00)	11 (44.00)	2 (8.00)	1 (4.00)	--	--	--
Akola	--	5	3	2	--	3	2	1	2	--	2	1	2	1
Barauli Ahir	1	3	1	1	1	3	1	--	1	--	1	--	--	--
Bichpuri	--	4	2	--	--	8	--	--	--	--	--	--	--	--
Shamsabad	2	3	--	--	--	3	2	--	1	1	2	--	1	--
Bah	1	4	--	1	--	4	1	--	1	--	1	--	--	--
Pinahat	1	4	2	--	--	3	2	--	1	--	2	--	1	--
Ahtamadpur	--	2	1	1	--	5	--	--	--	--	--	--	--	--
Fatehpur Sikri	1	5	--	1	--	3	2	--	2	1	1	--	--	--
Agra	6 (15.00)	30 (75.00)	9 (22.50)	6 (15.00)	1 (2.50)	29 (72.50)	10 (25.00)	1 (2.94)	8 (23.53)	2 (5.88)	9 (26.47)	1 (2.94)	4 (11.76)	1 (2.94)

Table 2.14 (contd....)

Block/District	Ways to Improve Social Acceptability											
	More Teachers	Better Facilities	Better Teacher-Pupil Ratio	Introduce English	Proper and Regular Teaching	Regular Inspection	Awareness among Parents and Regular Parent-Teacher Meetings	Better Curriculum	Better Discipline	Extra Curriculum Activities	Regular Home Work	No Extra Work for Teacher
Rudauli	5	4	2	2	2	--	--	--	--	--	--	2
Mawai	4	4	1	--	2	2	--	2	--	--	--	2
Maya Bazar	5	5	--	--	3	--	1	--	--	--	--	2
Masaudha	4	3	2	--	3	1	1	1	1	--	--	4
Bikapur	4	3	2	1	4	--	1	1	--	--	--	2
Faizabad	22 (88.00)	19 (76.00)	7 (28.00)	3 (12.00)	14 (56.00)	3 (12.00)	3 (12.00)	4 (16.00)	1 (4.00)	--	--	12 (48.00)
Akola	--	--	--	--	3	--	2	--	4	1	1	--
Barauli Ahir	--	2	1	1	5	--	4	--	3	1	--	--
Bichpuri	--	3	1	2	5	--	3	--	2	2	--	--
Shamsabad	2	3	--	2	4	--	1	--	4	--	--	2
Bah	--	--	1	2	5	--	3	--	2	2	1	--
Pinahat	2	1	1	1	5	--	2	--	4	1	--	1
Ahtamadpur	2	--	1	1	3	--	4	--	3	--	--	1
Fatehpur Sikri	2	3	--	2	4	--	4	--	--	1	--	1
Agra	8 (22.22)	12 (35.29)	5 (14.71)	11 (32.35)	34 (100.0)	--	23 (67.64)	--	22 (64.71)	8 (23.53)	2 (5.88)	5 (14.71)

As far as the advantages of Parishad schools is concerned, we received multiple responses. In the case of the schools selected from Faizabad as high as 96 per cent feel that the single most important advantage which Parishad schools have are their trained and qualified teachers. Besides being trained at the time of selection, they continue to receive in-service training which keeps them fully informed about the new teaching methods and teaching and learning materials which are developed from time

to time. Another 52 per cent teachers feel that the provision of free education is also an important advantage which they enjoy as compared to the privately managed and run schools of their area. In the opinion of around one-fourth of the teachers the various incentives are also an advantage. However, despite these advantages only 12 per cent feel that they enjoy a high degree of social acceptability. Those who feel that the Parishad schools enjoy a moderate degree of social acceptability account for 60 per cent of the responses. However, slightly over one-fourth feel that the degree of social acceptability enjoyed by them is poor. The two most important factors affecting their social acceptability are lack of facilities and shortage of teachers. Not only are teachers insufficient but they are given extra workload which has nothing to do with teaching. Consequently, it is the teaching which suffers. It automatically follows from these observations that if the levels of social acceptability are to be improved then Parishad schools must have more teachers concentrating on regular and good quality teaching and that facilities such as extra classrooms, better seating arrangements and toilet as well as drinking water must be improved. If more teachers are assigned to the Parishad schools, it will improve the teacher pupil ratio and also improve the quality of teaching. Moreover, it is equally important that teachers should not be given any assignment other than teaching. Some teachers feel that while free education may be an incentive for the very poor children, this could be having a negative effect as well and so even the Parishad schools should charge tuition fees. After all the evidence is very clear that some parents do not mind spending on the education of their children if the school is imparting good quality education. At the same time there are even those who feel that the incentives such as scholarship should be given to all the students instead of the specified target groups.

In the case of Agra the picture is slightly different since around 15 per cent respondents have expressed the view that the Parishad schools do not enjoy any advantage. In Faizabad none of the teachers had expressed this view. However, the availability of trained teachers continues to be the single most important advantage with 75 per cent responses. A few have also pointed out free education (22.5 per cent) and incentives (15 per cent) as the other advantages enjoyed by the Parishad schools. As a result of teachers feeling that Parishad schools enjoy no advantage, only one school in the entire sample has reported that Parishad schools enjoy a high degree of social acceptability. Three-fourths feel that the level is moderate while one-fourth feel it is poor (Table 2.14). The teachers have not indicated any specific cause which is responsible for low social acceptability of Parishad schools. Around 26.5 per cent responses cite poor quality of teaching as the main reason while another 23.5 per cent feel that low social acceptability is because teachers are insufficient and so regular and proper teaching is adversely affected. Other reasons such as lack of facilities, political interference, and no regular assessment of children have also been cited but they do not seem to be very significant causes. However, one factor which is of some relative importance is that the incentives provided by Parishad schools are primarily aimed at ensuring high rates of enrolment.

Among the ways to ensure improvements in the level of social acceptability suggested in Agra the three most significant are proper and regular good quality teaching (100 per cent response), to create awareness among parents and regularity of parent-teacher meetings (67.64 per cent response) and better discipline among students (64.71 per cent response). If only these three issues can be addressed effectively a major improvement can be assured in the conditions of Parishad schools

and their popularity. Some other aspects which also need to be looked into are provision of better facilities, more teachers, introduction of English in the curriculum and the need for having extra curricular activities.

The results of our analysis indicate that despite the efforts made by the government, there are some areas which continue to pose a problem and they are having an adverse effect on the quality of education and on the level of social acceptability. In the next chapter we will analyze the data related to the non-Parishad Schools.

CHAPTER 3

SUPPLEMENTARY ROLE OF PRIVATE SCHOOLS IN PRIMARY EDUCATION

In the previous chapter we had analyzed the functioning of the Parishad Schools from various aspects such as strength of teachers, strength of students, infrastructure available, facilities being offered and the perception of the headmaster of the selected schools about the relative advantages enjoyed by their schools and ways through which level of social acceptability can be enhanced. We will now turn our attention in this chapter on the non-Parishad schools and find out details about them on the same pattern as was followed in the case of Parishad schools.

As has already been indicated earlier we had a total of 65 schools by taking 5 schools from each of the thirteen selected blocks of Faizabad and Agra. The general information about them is being presented in Table 3.1. Looking at the schools of Faizabad it is revealed that they are spread over all the three groups from the point of view of the time since they were established. Maximum numbers (40 per cent) are over 20 years old while 36 per cent were established between 10-20 years ago. The rest (24 per cent) are relatively new schools. In the category of other schools we had hoped to include aided as well as the unaided schools. However, the districts have very few aided schools and so we have only one in Bichpuri. From Mawai we selected two unregistered schools as well. Our sample, therefore, was mainly concentrated around the registered unaided schools. Very few schools in the rural areas are following any other syllabus besides the U.P. Board syllabus. As a result, 88 per cent of our sample constituted of schools following the U.P. Board syllabus. Although, the

registered schools are expected to be 1.5 kms. away from a Parishad school, as high as 92 per cent of our sample schools were within one kilometre of a Parishad school.

Table 3.1 : General Information about Private Schools

Block/District	Establishment			Category of Schools			Syllabus Being Followed				Distance from Parishad Schools		Total No. of Schools per Block
	Over 20 years	10-20 years	Below 10 Years	Aided	Unaided	Unregistered	UP	ICSE	CBSE	Other*	Below 1 Km.	Above 1 Km.	
Rudauli	2	3	-	-	5	--	5	--	--	--	5	--	5
Mawai	1	1	3	-	3	2	5	--	--	--	5	--	5
Maya Bazar	2	1	2	--	5	--	3	1	--	1	5	--	5
Masaudha	4	1	--	--	5	--	5	--	--	--	4	1	5
Bikapur	1	3	1	--	5	--	4	--	1	--	4	1	5
Faizabad	10 (40.00)	9 (36.00)	6 (24.00)	--	23 (92.00)	2 (8.00)	22 (88.00)	1 (4.00)	1 (4.00)	1 (4.00)	23 (92.00)	2 (8.00)	25 (100.00)
Akola	--	3	2	--	5	--	5	--	--	--	4	1	5
Barauli Ahir	1	1	3	--	5	--	5	--	--	--	5	--	5
Bichpuri	1	2	2	1	4	--	4	1	--	--	5	--	5
Shamsabad	--	4	1	--	5	--	5	--	--	--	5	--	5
Bah	--	4	1	--	5	--	5	--	--	--	5	--	5
Pinahat	--	--	5	--	5	--	5	--	--	--	5	--	5
Ahtamadpur	1	1	2	--	5	--	5	--	--	--	5	--	5
Fatehpur Sikri	--	--	5	--	5	--	5	--	--	--	5	--	5
Agra	3 (7.50)	16 (40.00)	21 (52.50)	1 (2.50)	39 (97.50)	--	39 (97.50)	1 (2.50)	--	--	39 (97.50)	1 (2.50)	40 (100.00)

• Other category is Madarsa

Note : Figures in parenthesis denote as percentages to total number of schools.

In the case of Agra, most of the schools were relatively new. Over half of them have been established less than ten years ago and another 40 per cent between 10-20 years ago. Once again we had to rely heavily on registered unaided schools in the absence of aided ones. Out of the 40 schools in our entire sample we had only one which follows the ICSE syllabus. All the others follow the syllabus of the UP Board.

Even in the case of Agra the private schools are established at a distance below one kilometre of a Parishad school (Table 3.1).

The details relating to the school building is provided in Table 3.2. The condition of school buildings was not very good in Faizabad since only 68 per cent had a pucca building. 28 per cent were partly pucca and partly kutcha. One school each of Rudauli and Mawai are not only partly kutcha but have only two rooms and children are attending classes in the open where only some bricks have been used to provide a makeshift wall. What is surprising is that both these schools have been recognized by the Parishad and fall in the category of unaided schools. They are functioning even without proper blackboards for each class. One school of Bikapur had a kutcha building. Over four-fifths of the schools had their own school building. Except for Rudauli block, one school from each of the remaining blocks was functioning in a rented building. The rent was as low as Rs.400 per month in Masaudha and as high as Rs.2000 in Bikapur. Almost three-fourths of the private schools were had an office room.

From the point of view of the type of building Agra was better since 87.5 per cent schools had a pucca building and only the rest were partly pucca. All except one school of Bah has their own building and this school was paying a monthly rent of Rs.1000 per month. Over 77 per cent schools had over 5 classrooms and over 87 per cent had an office room as well (Table 3.2).

This goes to show that a majority of schools have over 5 classrooms and so they are able to conduct classes with much greater ease as compared to the Parishad schools of their area.

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Table 3.2 : Details of School Buildings

Block/District	Type of Building			Own	Rented	Rent Per Month (Rs.)			Average Monthly Rent	Number of Classrooms			Office Rooms		
	Pucca	Kutcha	Kutcha/Pucca			Below 500	500 - 1500	Above 1500		2 Rooms	3-4 Rooms	5+ Rooms	One	Two	No Office Room
Rudauli	4	-	1	5	-	-	-	-	-	1	-	4	4	1	--
Mawai	3	-	2	4	1	-	1	-	1500	1	-	4	5	--	--
Maya Bazar	4	-	1	4	1	-	1	-	1500	--	1	4	4	1	--
Masaudha	4	--	1	4	1	1	--	--	400	1	1	3	5	--	--
Bikapur	2	1	2	4	1	--	--	1	2000	--	2	3	5	--	--
Faizabad	17 (68.00)	1 (4.00)	7 (28.00)	21 (84.00)	4 (16.00)	1	2	1	1350	3 (12.00)	4 (16.00)	18 (32.00)	23 (92.00)	2 (8.00)	--
Akola	5	--	--	5	--	--	--	--	--	--	--	5	4	1	--
Barauli Ahir	4	--	1	5	--	--	--	--	--	--	1	4	4	1	--
Bichpuri	4	--	1	5	--	--	--	--	--	1	2	2	4	1	--
Shamsabad	5	--	--	5	--	--	--	--	--	--	--	5	5	--	--
Bah	5	--	--	4	1	--	1	--	1000	--	--	5	5	--	--
Pinahat	3	--	2	5	--	--	--	--	--	--	2	3	4	--	1
Ahtamadpur	5	--	--	5	--	--	--	--	--	1	1	3	4	1	--
Fatehpur Sikri	4	--	1	5	--	--	--	--	--	--	1	4	5	--	--
Agra	35 (87.50)	--	5 (12.50)	39 (97.50)	1 (2.50)	--	1	--	1000	2 (5.00)	7 (17.50)	31 (77.50)	35 (87.50)	4 (10.00)	1 (2.50)

The facilities provided by the private schools can prove to be the factors responsible for their popularity. We, therefore, enquired about them and the information has been presented in Table 3.3. In the case of Faizabad only 68 per cent schools have toilet facilities although drinking water is available in 96 per cent schools. Playing ground and playing facilities are available in 92 per cent of these schools. It was good to see that over half of these schools had electricity connections and also had ceiling fans. This facility was lacking in Parishad schools. In the case of Parishad

schools the children have to sit on 'Tat-Pattis'. However, in the case of these schools chairs or benches were found in 64 per cent schools while in the rest children were sitting on "Tat-Pattis". Boundary walls were found in only 56 per cent schools of Faizabad.

Table 3.3 : Infrastructure Facilities Available in Private Schools

Block/ District	Toilet		Drinking Water		Play Ground		Electricity/ Fan		Sitting Arrangement			Black Board		Playing Material		Boundary Wall		Furniture for Teachers	
	Yes	No	Yes	No	Yes	No	Yes	No	Chair/ Bench	Tat Pattis	Both	Yes	No	Yes	No	Yes	No	Yes	No
Rudauli	5	--	5	--	5	--	2	3	4	1	--	4	1	5	--	5	--	5	--
Mawai	3	2	4	1	4	1	3	2	4	1	--	4	1	4	1	1	4	5	--
Maya Bazar	3	2	5	--	5	--	3	2	2	3	--	5	--	4	1	2	3	5	--
Masaudha	3	2	5	--	4	1	4	1	4	1	--	5	--	5	--	4	1	5	--
Bikapur	3	2	5	--	5	--	2	3	2	3	--	5	--	5	--	2	3	5	--
Faizabad	17 (68.00)	8 (32.00)	24 (96.00)	1 (4.00)	23 (92.00)	2 (8.00)	14 (56.00)	11 (44.00)	16 (64.00)	9 (36.00)	--	23 (92.00)	2 (8.00)	23 (92.00)	2 (8.00)	14 (56.00)	11 (44.00)	25 (100.0)	--
Akola	5	--	5	--	5	--	5	--	4	1	--	5	--	5	--	5	--	5	--
Barauli Ahir	4	1	4	1	4	1	4	1	3	1	1	4	1	3	2	4	1	5	--
Bichpuri	2	3	3	2	5	--	3	2	3	1	1	5	--	4	1	4	1	5	--
Shamsabad	4	1	5	--	5	--	2	3	1	4	--	5	--	5	--	3	2	5	--
Bah	5	--	5	--	4	1	4	1	1	2	2	5	--	5	--	4	1	5	--
Pinahat	1	4	4	1	3	2	--	5	--	4	1	5	--	2	3	4	1	5	--
Ahtamadpur	4	1	5	--	5	--	3	2	4	1	--	5	--	3	2	3	2	5	--
Fatehpur Sikri	3	2	5	--	2	3	3	2	2	3	--	4	1	1	4	3	2	5	--
Agra	28 (70.00)	12 (30.00)	36 (90.00)	4 (10.00)	33 (82.50)	7 (17.50)	24 (60.00)	16 (40.00)	18 (45.00)	17 (42.50)	5 (12.50)	38 (95.00)	2 (5.00)	28 (70.00)	12 (30.00)	30 (75.00)	10 (25.00)	40 (100.0)	--

Even in the case of Agra, toilet facilities were available in only 70 per cent schools and drinking water only in 90 per cent schools. Around 82.5 per cent schools had playgrounds but only 70 per cent of the schools had playing materials for the

recreation of the children. Even in the case of Agra 60 per cent schools had electricity and ceiling fans. As compared to Faizabad only 45 per cent of the schools of Agra were providing children benches or chairs in their respective classrooms. In the rest the children were being made to sit on "Tat-Pattis" (42.5 per cent) or partly the modern and/or traditional methods were being used. As many as 75 per cent of the schools have their boundary wall.

On the whole, therefore, the facilities being provided were similar in both the districts. Among the individual blocks Rudauli has best facilities to offer in Faizabad and Akola in the case of Agra. In most cases there will not be very much of a difference between these facilities and those provided by the Parishad schools in the same area.

All the privately run schools are charging tuition fees as well as other charges such as admission fee, annual charges and examination fees. Some schools even offer transport facility. The details of all such charges are provided in Table 3.4. It can be seen from this table that the charges vary between the different blocks of the same district as well as between our two selected districts. Even in the same block most schools are charging different tuition fees for different classes although the difference is nominal. In the case of Faizabad the lowest tuition fees were found in Masaudha block where the tuition fee is Rs.20 per month for all classes. As compared, the schools of Rudauli are relatively expensive with fee being Rs.40 for Class I and then Rs.50 for all other classes upto Class V. The average figure for the district as a whole works out to around Rs.34. Similarly the admission fees charged fluctuate between the blocks with the schools of Maya Bazar charging almost Rs.100/-

Table 3.4: Structure of Fees in Private Schools

(in Rs.)

Block/District	Class-wise Average Tuition Fees (per month)					Admission Fee (Annual)	Exam Fees (Annual)	Annual Charges *	Transport Charges (p.m.) **	Class-wise Average Annual Expenditure Per Child Including Transport Charges				
	Class I	Class II	Class III	Class IV	Class V					Class I	Class II	Class III	Class IV	Class V
Rudauli	40	50	50	50	50	36	22	110	--	708	768	768	768	768
Mawai	27	27	27	28	28	35	29	--	65	388	388	388	400	400
Maya Bazar	33	35	35	35	35	92	25	--	88	513	537	537	537	537
Masaudha	17	17	17	17	19	32	16	45	--	297	297	297	297	321
Bikapur	38	40	40	40	40	28	14	40	--	498	522	522	522	522
Faizabad	32	34	34	34	34	45	21	78	77	481	502	502	505	510
Akola	25	25	25	25	25	11	18	--	75	329	329	329	329	329
Barauli Ahir	49	49	50	50	50	50	38	30	50	706	706	718	718	718
Bichpuri	28	29	29	29	29	42	22	40	--	398	412	412	412	412
Shamsabad	25	26	27	27	27	29	17	--	50	346	358	370	370	370
Bah	27	28	28	28	29	20	33	--	--	377	389	389	401	401
Pinahat	22	22	27	28	31	20	28	--	--	292	292	352	364	400
Ahtamadpur	39	39	40	40	40	44	21	--	--	533	533	545	545	545
Fatehpur Sikri	34	34	35	37	39	51	28	--	100	487	487	499	523	547
Agra	32	32	33	34	34	33	26	35	70	443	443	455	467	467

* Annual charges are being charged by only one school in each block indicated except Masaudha where two schools have annual charges.

** In the two blocks of Faizabad with transport facility there are two schools from each block with this facility. In Agra, however, this is available in only one school of each of the four blocks shown.

towards this head of expenditure. The other schools charge around Rs.30 – 35 each.

None of the schools in Mawai and Maya Bazar charge annual fees. Even in Rudauli and Bikapur annual charges are being taken by only one school. However, in Masaudha there are two schools taking annual charges. Since transport charges are only to be borne by those parents whose children utilize this facility we have shown

them but have not included them in the average annual expenses which parents have to bear per child on a class-wise basis. For the district as a whole it works out to around 500 for each class. The variations are not significant. However, variations are quite evident if we look at the figures for each block separately. It is obvious that they are correlated to the tuition fees.

When we look at the fee structure in the case of the schools in Agra, the range of tuition fee varies from Rs.22 per month in the case of Classes I and II in Pinahat to Rs.50 per month for Classes III to V in Barauli Ahir. However, when we look at the averages for the district as a whole they are almost identical to those obtained in Faizabad. The variation between admission fees is relatively less as compared to Faizabad since it ranges between a low of Rs.11 in Akola to a high of Rs.51 in Fatehpur Sikri. Similarly, examination fees fluctuate between Rs.17 and Rs.38 in the eight blocks of Agra. Only one school each from Barauli Ahir and Bichpuri have annual charges. However, as many as four blocks have schools providing transport facility to its children although there is only one school from each of the blocks in which this facility is available. Since the tuition fees were highest in Barauli Ahir the expenditure per child class-wise automatically became the highest in this district (around Rs.710 p.a.). The overall average was lowest in the case of Akola at Rs.329 for all classes from Class I to Class V. The average for the district as a whole worked out to be around Rs.450. This figure was slightly less than that obtained in the case of Faizabad (Table 3.4).

The teachers of Parishad schools had indicated a better level of discipline among the private schools. One indicator of discipline is proper uniform and regular

attendance of students. We, therefore, collected information in this connection from our selected schools. Table 3.5 provides information related to this aspect. Only in the blocks of Rudauli and Masaudha uniform is compulsory in all the schools selected by us. One school each in Mawai and Bikapur respectively and two of Maya Bazar are not having compulsory uniform. Thus, uniform is compulsory in 84 per cent schools. However, in one school each in Rudauli and Mawai the children are not attending school in proper uniform. This does not speak very highly as far as discipline among children is concerned, because in only 76 per cent schools the students are coming properly dressed. It was encouraged to note that in all the schools of Faizabad the attendance level is very high (above 75 per cent). The four ways to ensure regular attendance are contact with parents (52 per cent), daily attendance (32 per cent) and strictness with the students (28 per cent). The percentage exceeds 100 because of multiple responses in some blocks.

The scenario of Agra is not very different since uniform is compulsory in 90 per cent schools. It is compulsory in all schools of 4 blocks while in 4 blocks only 4 out of the 5 schools have the provision of uniform. Here also we find that the school authorities are not strict in ensuring that children attend school in proper school uniform since only around 72 per cent schools accept that children are coming to school properly dressed in the school uniform. In the schools of Agra children are far more irregular in attending school as compared to Faizabad because in only Akola and Bah we find that all schools of the block have high attendance. On the whole, therefore, high attendance is found in only 80 per cent of the schools. In around 18 per cent the attendance is between 40 and 75 per cent while one school of Fatehpur Sikri reports attendance below 40 per cent which is rather poor. This school is located

in Gurmandi and children are busy in the household activity so they are very irregular. This is a fact known to the school authorities and even they are not very strict to ensure high attendance. All these things do not speak well of the discipline maintained by the private schools particularly when this is supposed to be their strong point (Table 3.5).

Table 3.5: Discipline in the school

Block/District	Is Uniform Compulsory		Children Come in Uniform		Attendance Pattern			How You Ensure Regularity of Student			
	Yes	No	Yes	No	Very Good (Above 75%)	Average 40-75%	Poor (Below 40%)	Daily Attendance	Contact with Parents	Discipline/Strictness	Good Quality Education
Rudauli	5	--	4	1	5	--	--	2	1	--	--
Mawai	4	1	3	2	5	--	--	1	2	1	--
Maya Bazar	3	2	3	2	5	--	--	--	4	2	1
Masaudha	5	--	5	--	5	--	--	3	2	2	--
Bikapur	4	1	4	1	5	--	--	2	4	2	--
Faizabad	21 (84.00)	4 (16.00)	19 (76.00)	6 (24.00)	25 (100.0)	--	--	8 (32.00)	13 (52.00)	7 (28.00)	1 (4.00)
Akola	5	--	5	--	5	--	--	4	--	1	--
Barauli Ahir	4	1	4	1	4	1	--	--	2	3	--
Bichpuri	5	--	5	--	4	1	--	2	3	--	--
Shamsabad	4	1	3	2	4	1	--	2	--	3	--
Bah	5	--	5	--	5	--	--	2	2	1	--
Pinahat	4	1	3	2	3	2	--	2	3	1	--
Ahtamadpur	4	1	2	3	4	1	--	2	2	--	1
Fatehpur Sikri	5	--	2	3	3	1	1	3	1	1	--
Agra	36 (90.00)	4 (10.00)	29 (72.50)	11 (27.50)	32 (80.00)	7 (17.50)	1 (2.50)	17 (42.50)	13 (32.50)	10 (25.00)	1 (2.50)

Whether a school is run by the Parishad or is aided or unaided all the children in the specified groups are eligible for getting a scholarship. The amount is the same in all categories of schools. Thus, even in our non-Parishad schools there were

students who enjoyed this facility and their numbers are provided in Table 3.6. While all children of SC/ST category are eligible for scholarship the actual number receiving scholarship is always less because of the fact that many children join school after July and the first list of eligible children is sent in July itself. The other students have therefore to wait before their scholarship is cleared and released. The school authorities have complained that getting scholarships is at times difficult because they are told that funds have exhausted. Moreover, they have to apply separately for scholarship in the case of SC/ST, OBC, Minority and children from Scavenger families and this means undue wastage of time. They, therefore, argue that a single window service should be available for all categories of scholarships.

In Faizabad around 54 per cent children from the SC/ST families are getting scholarship. The corresponding percentage for Agra is 72.6. It has already been pointed out that not all children are receiving the scholarship because some of them joined school after the first list had already been sent in July. As far as the OBC category is concerned a maximum of six children only are eligible from each school. Thus the relatively small number of scholarship receivers is understandable in both districts. In the case of children from the minority group eligibility is linked to the economic condition of parents. Thus, we find that in Faizabad around 30 per cent minority children are getting scholarships and the percentage in the case of minority children in Agra is only around 15. In the entire sample of 65 schools only one handicapped child appears in Masaudha. However, there were 44 children from scavenger families receiving scholarship and all were from three blocks of Agra (Table 3.6).

Table 3.6: Special Facilities Being Provided to Students

Block/District	SCHOLARSHIP								Children from Scavenger Families	Total Scholarship Disbursed during 2002 (Rs.)
	SC/ST		OBC		MINORITY		HANDI-CAPPED			
	Total Students	Students Receiving	Total Students	Students Receiving	Total Students	Students Receiving	Total Students	Students Receiving		
Rudauli	284	128	797	6	177	16	--	--	--	44700
Mawai	148	92	519	6	158	--	--	--	--	29100
Maya Bazar	107	26	277	8	355	104	--	--	--	41000
Masaudha	117	90	503	15	147	92	--	1	--	58650
Bikapur	90	67	530	8	112	74	--	--	--	44300
Faizabad	746	403	2626	43	949	286	--	1	--	217750
Akola	531	385	531	8	173	73	--	--	--	139800
Barauli Ahir	175	60	672	--	57	29	--	--	--	26700
Bichpuri	406	398	433	6	27	--	--	--	--	121200
Shamsabad	333	197	425	--	97	--	--	--	--	88200
Bah	576	295	355	--	60	--	--	--	2	90000
Pinahat	148	72	191	--	12	--	--	--	14	35700
Ahtamadpur	166	156	459	--	41	--	--	--	--	59100
Fatehpur Sikri	456	412	188	3	228	--	--	--	28	208200
Agra	2791	1975	3254	17	695	102	--	--	44	768900

One of the factors which can facilitate good quality education is that schools should have sufficient number of teachers and that they should be well qualified. We, therefore, enquired about the details of teachers employed in the private schools. For details please see Table 3.7. In Faizabad, it was observed that in our five selected blocks there were a total of 140 teachers employed in the 25 schools. Thus, the average number of teachers employed per school in Faizabad worked out to be 5.6 teachers per school. The best average was found in Rudauli where each school on an average had seven teachers. The only block where strength of teachers was below the district average was Bikapur (4.8). In Faizabad male teachers have far outnumbered their female counterparts as male teachers accounted for over 81 per

Table 3.3 : Infrastructure Facilities Available in Private Schools

Block/ District	Number of Teachers			Average No. of Teachers per School	Qualifications of Teachers				Salary Structure of Head Masters (Rs.)					Average Salary of Headmaster (Rs.)	Salary Structure of Teachers (Rs.)				Average Salary of Teachers (Rs.)
	Male	Female	Total		High School or Inter	Graduate	Post-Graduate	Trained	Honorary	Below 500	500-1000	1001-2000	Above 2001		Below 500	500-1000	1001-2000	Above 2001	
Rudauli	29	6	35	7.0	15	13	4	3	1	--	1	3	--	1550	--	19	11	--	1050
Mawai	24	4	28	5.6	8	13	3	4	--	1	1	3	--	1048	1	20	2	--	772
Maya Bazar	26	2	28	5.6	8	8	2	10	--	--	3	--	2	1755	9	8	--	6	1285
Masaudha	16	9	25	5.0	8	11	4	2	1	1	2	--	1	1550	3	12	--	5	1060
Bikapur	19	5	24	4.8	4	7	11	2	--	1	2	1	1	1058	3	12	--	4	908
Faizabad	114	26	140	5.6	43	52	24	21	2	3	9	7	4	1198	16	71	13	15	1020
Akola	20	13	33	6.6	14	11	2	6	--	--	--	5	--	1620	--	26	2	--	932
Barauli Ahir	15	10	25	5.0	10	10	2	3	--	--	3	1	1	1390	--	16	4	--	955
Bichpuri	7	21	28	5.6	5	8	5	10	--	--	3	1	1	1900	--	18	-	5*	1509
Shamsabad	19	7	26	5.2	5	9	3	9	--	--	3	2	--	1660	--	12	9	--	957
Bah	14	13	27	5.4	3	14	5	5	--	--	1	4	--	1406	--	15	7	--	861
Pinahat	24	2	26	5.2	6	9	3	8	--	--	3	2	--	1120	--	19	2	--	790
Ahtamadpur	21	6	27	5.4	3	12	4	8	--	--	3	1	1	1240	--	18	4	--	834
Fatehpur Sikri	21	4	25	5.0	10	10	2	3	--	--	1	4	--	1420	--	7	13	--	1070
Agra	141	76	217	5.4	56	83	26	52	--	--	17	20	3	1470	--	131	41	5	990

*This is a government aided school where the headmaster gets Rs.5500 p.m. and all 5 teachers Rs.4500 per month.

cent of the total teachers. However, what was rather disappointing was that the teachers are not properly trained. Nearly 31 per cent had either passed high school or intermediate examination. Only around 15 per cent were trained teachers. Thus, around 54 per cent of the teachers employed in these schools were either graduates or post-graduates. This strength of teachers is inclusive of the headmasters as well. Because the teachers are not properly trained they are not being paid proper salaries. Moreover, the government aided schools have to pay their teachers the same scales as those who are employed in Parishad schools. In the other schools there is no law to ensure that teachers get at least a minimum salary. Consequently, we have two

schools in our sample where the headmaster is working in as an honorary capacity and another three are working on a monthly salary of below Rs.500. Only 4 headmasters were drawing a monthly salary in excess of Rs.2000. The rest were getting between Rs.500 to Rs.2000 per month. In this way the overall average salary of headmasters in Faizabad worked out to be Rs.1198 per month. As far as the other teachers are concerned, nearly 14 per cent receive below Rs.500 per month. The maximum concentration of teachers is in the salary group Rs.500-1000 and almost 62 per cent of them are concentrated in this income group. The average monthly income of teachers worked out to just over one thousand (Rs.1020 per month).

Since we had 8 blocks in Agra the total number of teachers exceeded that found in Faizabad. However, the average strength of teachers in the district as a whole was very similar (5.4 teachers per school) to that of Faizabad. Almost 65 per cent of these teachers were male and so here also male teachers far outnumber female teachers. Even in the schools of Agra nearly 26 per cent of teachers had educational qualification equivalent to high school or intermediate. Another 24 per cent were trained teachers and this leaves almost half the teachers whose educational qualification was either graduate (38 per cent) or post-graduate (12 per cent). In Agra the salary structures were relatively better for headmasters as compared to Faizabad and it worked out to approximately Rs.1470 per month. In Agra there was not a single teacher in these private schools drawing below Rs.500 per month. However, since nearly three-fourths of them were concentrated in the monthly income group of Rs.500-1000, the overall average salary of teachers worked out to be only Rs.990 which was marginally lower than the average salary obtained in Faizabad.

Thus overall average would have been even lower but for the 5 teachers of an aided school in Bichpuri who are drawing Rs.4500 per month (Table 3.7).

What can thus be concluded from the table is that even though the average number of teachers per school is above 5 in both Faizabad and Agra, a very small proportion of them are properly trained teachers in each district. In fact, it is rather easy to find teachers working on low salaries because of the employment problem. The claim of private school to provide quality employment is slightly doubtful keeping in mind the fact that a sizeable number of them are unqualified. Therefore, if the quality of education is to be improved and sustained then these schools can not afford to employ unqualified teachers.

The popularity of a school can be judged by the strength of students enrolled in them. The data related to class-wise enrolment is shown with the help of Tables 3.8(A), 3.8(B) and 3.8(C). In order to analyze these tables it will be better to derive some tables with the help of these three tables. In Table 3.8(D) we have shown the average strength of students enrolled in each school. Among the schools of Faizabad the highest enrolment was found in the schools of Rudauli for all the three years (between 280-300). As against this lowest average enrolment was found in the schools of Mawai where the figures fluctuated around 170-180. The overall average enrolment figures for all the 25 schools taken together remained more or less the same (around 220 students). This means that there is no apparent shift from Parishad schools to these schools. Had that been true then there would have been a marked increase in average enrolment per school. Even when we look at average enrolment on a block-wise basis there are no such indicators either in any of the five blocks.

Table 3.8(A): Class-wise Enrolment of Children in Private School (2000)

Block/ District	Class I			Class II			Class III			Class IV			Class V			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Rudauli	258	129	387	197	110	307	199	63	262	140	59	199	168	99	267	962	460	1422
Mawai	119	52	171	125	39	164	114	47	161	123	46	169	115	53	168	596	237	833
Maya Bazar	202	163	365	112	79	191	118	62	180	98	47	145	66	50	116	596	401	997
Masaudha	126	95	221	130	81	211	128	97	225	136	94	230	191	103	294	711	470	1181
Bikapur	126	94	220	108	80	188	130	77	207	128	76	204	146	85	231	638	412	1050
Faizabad	831	533	1364	672	389	1061	689	346	955	625	322	947	686	390	1076	3503	1980	5483
Akola	326	192	518	234	92	326	196	104	300	154	93	247	152	78	230	1062	559	1621
Barauli Ahir	197	129	326	111	81	192	113	81	194	111	84	195	105	69	174	637	444	1081
Bichpuri	270	177	447	129	75	204	98	72	170	73	46	119	77	37	114	647	407	1054
Shamsabad	319	100	419	234	55	289	216	61	277	199	58	257	211	62	273	1179	336	1515
Bah	292	181	473	161	123	284	155	107	262	125	102	227	154	96	250	887	609	1496
Pinahat	194	75	269	104	42	146	118	47	165	72	52	124	92	59	151	580	275	855
Ahtamadpur	173	118	291	117	72	189	124	75	199	108	62	170	107	61	168	629	388	1017
Fatehpur Sikri	180	97	277	150	63	213	141	69	210	97	56	153	109	86	195	677	371	1048
Agra	1951	1069	3020	1240	603	1843	1161	616	1777	939	553	1492	1007	548	1555	6298	3389	9687

Table 3.8(B): Class-wise Enrolment of Children in Private School (2001)

Block/ District	Class I			Class II			Class III			Class IV			Class V			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Rudauli	282	140	422	176	87	263	179	83	262	218	76	294	134	86	220	989	472	1461
Mawai	111	51	162	117	50	167	105	61	166	120	45	165	131	53	184	584	260	844
Maya Bazar	210	148	358	115	70	185	109	64	173	112	61	173	95	44	139	641	387	1028
Masaudha	125	90	215	138	86	224	145	90	235	145	97	242	179	120	299	732	483	1215
Bikapur	115	93	208	117	84	201	106	70	176	122	77	199	149	100	249	609	424	1033
Faizabad	843	522	1365	663	377	1040	644	368	1012	717	356	1073	688	403	1091	3555	2026	5581
Akola	239	121	360	145	89	234	157	92	249	172	94	266	141	72	213	854	468	1322
Barauli Ahir	187	102	289	148	109	257	102	74	176	108	91	179	102	73	175	647	449	1096
Bichpuri	255	150	405	115	74	189	104	53	157	64	56	120	84	53	137	622	386	1008
Shamsabad	363	92	455	251	65	316	221	73	294	207	59	266	183	47	230	1225	336	1561
Bah	266	156	422	175	99	274	188	100	288	121	88	209	145	84	229	895	527	1422
Pinahat	144	102	246	133	50	183	105	59	164	87	49	136	94	59	153	562	320	882
Ahtamadpur	175	132	307	128	84	212	103	76	179	100	69	169	116	58	174	622	419	1041
Fatehpur Sikri	254	81	335	234	93	327	181	63	244	163	40	203	135	42	177	967	319	1286
Agra	1883	936	2819	1329	663	1992	1161	590	1751	1022	546	1568	1000	488	1488	6394	3224	9618

Table 3.8(C): Class-wise Enrolment of Children in Private School (2002)

Block/ District	Class I			Class II			Class III			Class IV			Class V			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Rudauli	275	161	436	154	108	262	210	75	285	151	89	240	242	90	332	1032	523	1555
Mawai	135	58	193	127	46	173	122	56	178	126	57	183	130	43	173	640	260	900
Maya Bazar	182	142	324	134	65	199	110	74	184	98	56	154	94	57	151	618	394	1012
Masaudha	123	92	215	122	110	232	139	99	238	157	91	248	141	110	251	682	502	1184
Bikapur	118	94	212	110	80	190	121	86	207	108	74	182	164	104	268	621	438	1059
Faizabad	833	547	1380	647	409	1056	702	390	1092	640	367	1007	771	404	1175	3593	2117	5710
Akola	264	168	432	162	94	256	149	92	241	168	81	249	141	88	229	882	523	1405
Barauli Ahir	192	105	297	140	102	242	156	97	253	127	76	203	124	32	206	739	462	1201
Bichpuri	248	182	430	116	63	179	105	74	179	105	46	151	68	63	131	642	428	1070
Shamsabad	434	168	602	284	102	386	266	73	339	224	66	290	190	48	238	1398	457	1855
Bah	227	141	268	169	82	251	132	92	224	125	86	211	119	80	199	772	481	1253
Pinahat	129	77	206	113	52	165	110	47	157	87	33	120	89	46	135	528	255	783
Ahtamadpur	169	114	283	138	84	222	120	82	202	95	64	159	130	62	192	652	406	1058
Fatehpur Sikri	180	121	301	201	64	265	163	57	220	163	45	208	141	40	181	848	327	1175
Agra	1843	1076	2919	1323	643	1966	1201	614	1815	1094	49*7	1591	1002	590	1511	6461	3339	9800

Table 3.8(D): Average Strength of Students per School (2000 to 2002)

Block/ District	Per School Strength of Students		
	2000	2001	2002
Rudauli	284	292	311
Mawai	167	169	180
Maya Bazar	199	206	202
Masaudha	236	243	236
Bikapur	210	207	212
Faizabad	219	223	228
Akola	324	264	281
Barauli Ahir	216	219	240
Bichpuri	211	202	214
Shamsabad	303	312	371
Bah	299	284	251
Pinahat	171	176	157
Ahtamadpur	203	208	212
Fatehpur Sikri	210	257	235
Agra	242	240	245

The picture does not appear to be very much more different in the case of Agra. Shamsabad was the block where the strength of students was above 300 in every year and between 2000 and 2002 the strength has gone up by almost 22.5 per cent which is quite substantial. However, there are blocks like Akola, Bah and Pinahat where the strength of students has gone down between 2000 and 2002. But if we look at the district as a whole the average strength of students has remained between 240 – 245 for each of the three years. Consequently, it may be inferred that while there are fluctuations in the strength of students among schools, there is nothing to conclude that parents have a preference for the privately run schools [Table 3.8(D)].

Table 3.8(E) presents the picture of average enrolment on a class-wise basis for 2002. In the case of Faizabad it is observed that as you move from Class I to Class V the average strength of students in the class tend to decline. Of course there are some exceptions at the inter class level and there are cases where strength between say Class II and Class III increased but then dropped again. However, the schools of Masaudha prove to be the only exception since the average strength went up from Class I to Class II and again in Classes III and IV as well and then remained constant in Class V. On the whole, therefore, it may be said that these schools are faced with the problem of retention. In the case of Masaudha the students declined from 65 in Class I to only 30 in Class V.

When we look at the corresponding figures of Agra we do not have even one block where strength of students have increased from Class I to Class V. In each case we witness a gradual decline. The average enrolment in Agra in Class I was 73 which was higher than the average for Faizabad (55) but in the case of Class II to Class IV

average enrolment was almost similar. In Class V the overall enrolment was only 38 and this was much less than that obtained in Faizabad (47). Among the block where we witness considerable decrease in the strength of teachers as we move from Class I to Class V, Shamsabad appears to be a chronic case. The strength of students was 120 but it came down to 48 by Class V.

Table 3.8(E): Class-wise Average Strength of Students

Block/ District	Average Strength of Students				
	Class I	Class II	Class III	Class IV	Class V
Rudauli	87	52	57	48	66
Mawai	39	35	36	37	35
Maya Bazar	65	40	37	31	30
Masaudha	43	46	48	50	50
Bikapur	42	38	41	36	54
Faizabad	55	42	44	40	47
Akola	86	51	48	50	46
Barauli Ahir	59	48	51	41	41
Bichpuri	86	36	36	30	26
Shamsabad	120	77	68	58	48
Bah	74	50	45	42	40
Pinahat	41	33	31	24	27
Ahtamadpur	57	44	40	32	38
Fatehpur Sikri	60	53	44	42	36
Agra	73	49	45	40	38

It may be recalled that this problem of having a relatively much higher number of students enrolled in Class I as compared to other classes and Class V in particular was found in the Parishad Schools as well. This, therefore, points out to the fact that the Basic Shiksha Parishad and Directorate of Education must make every effort to ensure that enrolments even in higher classes of the primary schools should be maintained at around the same level as are obtained in Class I.

While it was essential to know about the strength of students on a class-wise basis it is equally important to obtain a caste-wise picture as well because the government is particularly keen to ensure that children from the disadvantaged group also take admission and study right upto Class V at least. The caste-wise distribution is shown in Table 3.9 for the three years 2000-2002. In order to analyze this table we are deriving Table 3.9(A) from it.

Table 3.9 : Caste-wise Distribution of Children in Private Schools

District/ Block	2000					2001					2002				
	General	Minority	SC/ST	OBC	Total	General	Minority	SC/ST	OBC	Total	General	Minority	SC/ST	OBC	Total
Rudauli	304	158	238	722	1422	297	126	238	800	1461	297	177	284	797	1555
Mawai	55	130	153	495	833	59	138	115	532	844	75	158	148	519	900
Maya Bazar	271	371	93	262	997	279	361	106	282	1028	273	355	107	277	1012
Masaudha	389	204	125	463	1181	412	159	119	525	1215	417	147	117	503	1184
Bikapur	325	114	99	512	1050	298	124	86	525	1033	327	112	90	530	1059
Faizabad	1344	977	708	2454	5483	1345	908	664	2664	5581	1389	949	746	2626	5710
Akola	168	207	438	808	1621	86	174	531	531	1322	89	182	554	580	1405
Barauli Ahir	195	73	195	618	1081	192	57	175	672	1096	221	48	181	751	1201
Bichpuri	327	27	431	269	1054	142	27	406	433	1008	205	47	439	379	1070
Shamsabad	649	90	335	441	1515	706	97	333	425	1561	885	127	404	439	1855
Bah	506	76	488	426	1496	431	60	576	355	1422	375	70	435	373	1253
Pinahat	522	15	141	177	855	531	12	148	191	882	451	7	146	179	783
Ahtamadpur	389	33	134	461	1017	375	41	166	459	1041	323	42	258	435	1058
Fatehpur Sikri	278	245	368	157	1048	418	253	439	176	1286	318	228	415	214	1175
Agra	3034	766	2530	3357	9687	2881	721	2774	3242	9618	2867	751	2832	3350	9800

Table 3.9(A) : Percentage Distribution of Students on a Caste-wise Basis

Year	Caste Categories				
	General	Minority	SC/ST	OBC	Total
FAIZABAD					
2000	24.51	17.82	12.91	44.76	100.00
2001	24.10	16.27	11.90	47.73	100.00
2002	24.33	16.62	13.06	45.99	100.00
AGRA					
2000	31.32	7.90	26.12	34.66	100.00
2001	29.95	7.50	28.84	33.71	100.00
2002	29.26	7.66	28.90	34.18	100.00

It is quite evident from Table 3.9(A) that in the case of Faizabad the maximum representation in total strength of the schools is of children belonging to the OBC category. During 2000 they accounted for 44.76 per cent of total students. This share went up to 47.73 per cent in the next year but came down to around 46 per cent by 2002. The next important caste category was the general caste and their share was around 24 per cent over the 3 years for which data is presented. The minority group had around 16 to 18 per cent students and SC/ST group accounted for only around 12 or 13 per cent. The strength of students representing a particular caste group partly depends the relative proportion of people in total population. However, we generally associate the higher caste groups to be more aware and willing to send their children to school particularly in the private schools since these schools charge tuition fees and other charges as well. Thus, a representation from other categories goes on to prove that the level of awareness among parents about the

benefits of education has gone up considerable and they are therefore not only keen to send their children to school but are also willing to spend money to ensure that their children get good quality education.

When we look at the corresponding figures of enrolments on a caste-wise basis in Agra we once again find that highest share is that of the OBC category with a share of around 34 per cent in total enrolment. The share of the general caste has declined marginally from around 31 per cent in 2000 to around 29 per cent by the year 2002. It was encouraging to note that even the SC/ST category has registered an increase from around 26 per cent in 2000 to nearly 29 per cent by 2002. Thus, the point gets strengthened that the efforts of the government to create awareness among the masses, even among people from the rural areas, have been successful and this is duly reflected in the fact that sizeable numbers of parents even from the SC/ST and OBC categories are sending children to schools including those which are being run privately (Table 3.9).

Whether a school is being run by the Parishad or any other individual or organization, they all stake claims of providing good quality education. In our schedule for the other schools we had a question to enquire into this aspect. These schools have identified various steps which they have taken to achieve the desired goal and details of the same can be seen in Table 3.10. We have received multiple responses on this issue from the selected schools. The three most important means adopted by the schools of Faizabad are holding regular classes, ensuring that teachers come to teach regularly and also ensure that children attend the classes on a regular basis. We have drawn between 92 to 100 per cent response in this connection. Yet

another method adopted is through regular Parent Teacher Meetings so that teachers can get a proper feedback. Another method, though relatively less popular and adopted by four schools from Maya Bazar, Masaudha and Bikapur have said that they make studies interesting by having games and cultural activities on a regular basis.

Table 3.10 : Steps Taken by Private Schools to Ensure Good Quality Education

Block/District	Regular Classes	Regularity of Teachers	Regularity of Students	Regular Parents-Teacher Meeting	Regular Games and Cultural Activities
Rudauli	5	5	5	3	--
Mawai	5	5	5	3	--
Maya Bazar	5	4	4	4	1
Masaudha	5	5	4	3	1
Bikapur	5	5	5	5	2
Faizabad	25	24	23	18	4
Akola	5	5	5	5	2
Barauli Ahir	5	5	4	3	1
Bichpuri	5	5	5	4	--
Shamsabad	5	5	5	4	1
Bah	5	5	5	5	1
Pinahat	5	5	5	4	1
Ahtamadpur	5	5	5	3	--
Fatehpur Sikri	5	5	5	3	2
Agra	40	40	39	31	8

The pattern of responses received from Agra are almost identical. All schools report regular teaching and regular attendance of teachers as the means to maintain the quality of education. All except one school from Barauli Ahir give significance to regular attendance of students. They feel that the benefits of the good quality education can be meaningful only when all the children are present in school to receive this education. Consequently, it is essential that attendance of students must be regular. Nearly 75 per cent of these schools have also given significance to the

regularity of the parent teacher meetings. Here also only a small proportion (20 per cent) schools feel that good quality education can also be achieved by organizing games and cultural programmes regularly (Table 3.10). This will keep fresh and interested and will ultimately affect their performance in the classroom as well.

Since the private schools are in business to earn profits it is in their interest from the profit maximization view that schools should have high enrolment and a child once enrolled should continue his or her education. We were, therefore, interested in finding out how these schools ensured high enrolment and minimum drop-outs. These details are provided in Table 3.11. There are multiple responses. The table highlights the fact that the main reliance is on public contact. All other ways which have been adopted are not very popular and are adopted by only very few schools. The most important method adopted to check drop outs are regular contact with the parents. The other are maintaining proper discipline among children and giving scholarships and freeships to the students.

In Agra half the respondents have not responded to the methods adopted to increase enrolment. Among the ways suggested also there is none which can be pointed out as the most popular. However, the ways adopted are through public contact, contacting parents, and through the popularity of the school. Even when it came to methods adopted to curtail drop-outs we failed to get any response from 22.5 per cent schools. But the most important method being adopted is by persuading the parents to continue sending their children to school. The level of responses indicates that the schools are not really paying these issues the significance and importance which they actually deserve (Table 3.11).

Table 3.11 : Ways Adopted by Schools to Ensure Enrolment and Low Drop-Outs Rates

Block/District	Ways to Ensure Enrolment						Ways to Reduce Drop-Outs				
	No Response	Through Public Contact	Contacting Parents with the Help of Bal Gadna Register	Through Test	Through Publicity	Through Popularity of the School	No Response	By Persuading Parents	Discipline Among Children	By Giving Scholarship	By Providing Good Quality Teaching
Rudauli	1	3	--	2	--	1	1	4	--	--	--
Mawai	1	4	--	--	1	--	--	5	--	--	--
Maya Bazar	--	3	1	1	1	--	--	4	1	--	--
Masaudha	1	4	--	1	1	--	2	3	--	2	--
Bikapur	1	5	--	--	1	--	1	--	3	1	--
Faizabad	4 (16.00)	19 (76.00)	1 (4.00)	4 (16.00)	4 (16.00)	1 (4.00)	4 (16.00)	16 (64.00)	4 (16.00)	3 (12.00)	--
Akola	3	3	1	2	--	--	1	3	1	--	1
Barauli Ahir	3	1	--	--	--	1	1	3	--	2	--
Bichpuri	2	1	--	1	1	1	1	3	--	--	1
Shamsabad	2	2	1	1	--	--	1	4	1	--	--
Bah	2	2	2	--	--	--	--	4	--	1	1
Pinahat	2	--	3	1	--	1	3	1	--	--	--
Ahtamadpur	3	1	--	1	--	--	--	5	--	1	1
Fatehpur Sikri	3	--	--	1	--	1	2	3	--	1	--
Agra	20 (50.00)	10 (25.00)	7 (17.50)	7 (17.50)	1 (2.50)	4 (10.00)	9 (22.50)	26 (65.00)	2 (5.00)	5 (12.50)	4 (10.00)

In the case of Parishad schools we saw that many students enrolled in them leave the schools to join other schools. We find a similar picture in the private schools as well since many children leave these schools to either join a Parishad school or another private school. For details please see Table 3.12. In the case of Faizabad children from only one school of Rudauli and one from Maya Bazar left school. The actual number leaving school were 12 and 6 respectively in Rudauli and Maya Bazar. The reasons cited for joining the Parishad schools are free books, monthly ration and

scholarships. Those who joined another private school did so either because the new school was providing better education or because it had better seating arrangements and facilities.

Table 3.12: Children Leaving School to Join Parishad Schools or Other Schools

Block/District	Leave School		Reasons for Joining Parishad School				Reasons for Joining Other Schools			No. of Children Left School During 2002
	Yes	No	Free Book	Mid-Day Meal/ Ration	Scholarship	Other /High Fees	Better Education	Better Seating Arrangement	Other	
Rudauli	1	4	1	1	1	--	1	2	--	12
Mawai	--	5	--	--	--	--	--	--	--	--
Maya Bazar	1	4	1	1	1	--	1	--	--	6
Masaudha	--	5	--	--	--	--	--	--	--	--
Bikapur	--	5	--	--	--	--	--	--	--	--
Faizabad	2 (8.00)	23 (92.00)	2	2	2	--	2	2	--	18
Akola	1	4	--	--	--	1	--	--	--	1
Barauli Ahir	2	3	--	1	--	2	--	--	--	72
Bichpuri	2	3	--	1	--	2	--	--	--	82
Shamsabad	-	5	--	--	--	--	--	--	--	--
Bah	1	4	--	1	--	1	--	--	--	35
Pinahat	1	4	1	1	--	--	--	--	--	21
Ahtamadpur	2	3	1	1	1	1	--	--	--	44
Fatehpur Sikri	2	3	--	1	--	1	--	--	--	50
Agra	11 (27.50)	29 (72.50)	2	6	1	8	--	--	--	305

The number of children leaving private schools is much more common in the case of Agra. It was found in all the eight blocks with the sole exception of Shamsabad. On the whole 305 students left their school during 2002. The highest number of children leaving school was found in Bichpuri (82) and was followed by Barauli Ahir (72). In the case of Akola only one child left school. Children joined

Parishad schools for economic reasons such as high fees in the private schools and facilities available in Parishad schools such as free books, monthly rations, etc. None of the children leaving school went to another private school (Table 3.12).

While children from these private schools are leaving to join Parishad schools or some other privately run educational institutions it is also found that children enrolled in Parishad Schools are coming over to these schools. The details in this connection are provided in Table 3.13. Slightly over half (52.5 per cent) schools of Faizabad have reported that they are getting children who were previously enrolled in Parishad schools. From each of the five blocks the only block where such transfers are low is Maya Bazar since only one school reported cases of children coming over from Parishad School. The actual number of children coming over to them was only 8 during 2002. The maximum numbers of such transfer cases were found in Rudauli (64) and Mawai (50). These two blocks together account for around 67.5 per cent of total transfers. The class in which maximum transfers were found in Faizabad as a whole was Class III and this class alone accounted for around 37 per cent of transfers. All the schools report that these children belong to the rich as well as poorer sections of society. When we enquired whether the Parishad Schools were better than their schools, we received a response in the affirmative by 32 per cent respondents. These are the schools who feel that Parishad schools are better placed since they have trained teachers who are well paid and this is a big advantage.

In the case of Agra the schools reporting cases of children coming over from the Parishad schools is 67.5 per cent, which is relatively much higher than that obtained in Faizabad. The only block with a poor response in this context was Bah in

Table 3.13 : Details of Children from Parishad Schools Switching Over to Private Schools

Block/District	Are Children Joining Your School from Parishad Schools		If Yes, Number of students joining your school during 2002						Are Children from rich as well as poor families		Are the Parishad Schools better than your School	
	Yes	No	Class I	Class II	Class III	Class IV	Class V	Total Students	Yes	No	Yes	No
Rudauli	3	2	--	13	25	16	10	64	5	--	1	4
Mawai	3	2	--	15	14	14	7	50	5	--	3	2
Maya Bazar	1	4	--	--	4	4	--	8	5	--	1	4
Masaudha	3	2	6	7	3	--	--	16	5	--	--	5
Bikapur	3	2	6	1	17	6	1	31	5	--	3	2
Faizabad	13 (52.00)	12 (48.00)	12	36	63	40	18	169	25 (100.0)	--	8 (32.00)	17 (68.00)
Akola	5	--	--	23	13	18	11	65	5	--	--	5
Barauli Ahir	2	3	--	7	5	13	--	25	4	1	1	4
Bichpuri	4	1	8	38	32	27	15	120	5	--	1	4
Shamsabad	5	--	--	10	16	27	25	78	5	--	--	5
Bah	1	4	--	--	--	6	2	8	5	--	--	5
Pinahat	4	1	--	24	24	20	21	89	5	--	--	5
Ahtamadpur	3	2	--	24	21	15	15	75	5	--	2	3
Fatehpur Sikri	3	2	--	33	25	32	1	91	3	2	--	5
Agra	27 (67.50)	13 (32.50)	8	159	136	158	90	551	37 (92.50)	3 (7.50)	4 (10.00)	36 (90.00)

which only one school has children coming over from Parishad schools and their number is only 8. As against this 120 students have switched schools in Bichpuri and 91 in the case of Fatehpur Sikri and these blocks together account for around 38 per cent of the total transfers. Even in Pinahat, Ahtamadpur and Shamsabad we find a large number of children coming over to these private schools from Parishad Schools.

The total number of transfers in Agra during 2002 was 551 and on a class-wise basis maximum transfers were found in Class II and Class IV each of which accounted for around 28.7 per cent transfers out of total transfers (Table 3.13). Over 92 per cent schools have reported that these children represent the poor as well as better off sections of society. However, in Barauli Ahir and Fatehpur Sikri the feeling is that these children come from the relatively better off sections. As against a low proportion which had been found in Faizabad, 90 per cent schools of Agra are confident that their schools are better as compared to those which are being run by the Basic Shiksha Parishad.

Although only 68 and 90 per cent private schools in Faizabad and Agra respectively had said that their schools were better than Parishad schools, all the schools from both districts feel that in terms of popularity their schools are ahead of the Parishad Schools of their area. They highlight a number of factors which contributes towards this popularity and we received multiple responses which have been tabulated and presented in Table 3.14. Whether we look at Faizabad or Agra, the five most important factors identified for the popularity of these schools are good quality education, regular classes, regular homework and a better teacher pupil ratio and better discipline. The other factors which are also important although to a lesser extent than the five mentioned above are English as a subject and better infrastructure. Besides this, we also have been informed that regular arrangement of cultural programmes and games and other things like compulsory uniform, etc. are also important factors which have contributed to the popularity of these schools (Table 3.14).

Table 3.14 : **Factors Making Private Schools More Popular than Parishad Schools**

Block/District	REASONS CITED FOR GREATER POPULARITY								
	Good Quality Education	Regular Classes	Regular Home Work	Better Teacher - Pupil Ratio	English as a Subject	Better Infra-structure	Better Discipline	Games and Cultural Programmes	Other*
Rudauli	5	5	5	5	3	4	2	1	--
Mawai	5	5	5	5	3	2	4	--	--
Maya Bazar	5	5	5	5	4	4	5	2	2
Masaudha	4	4	4	4	2	3	4	--	--
Bikapur	5	5	5	5	5	5	5	1	2
Faizabad	24	24	24	24	17	18	20	4	2
Akola	5	5	5	5	5	5	5	2	1
Barauli Ahir	5	5	4	5	4	4	4	1	--
Bichpuri	5	5	5	5	5	4	5	--	2
Shamsabad	5	5	5	5	3	3	5	--	--
Bah	5	5	5	5	5	4	5	1	--
Pinahat	4	5	5	4	4	3	5	--	--
Ahtamadpur	5	5	4	4	4	3	5	--	--
Fatehpur Sikri	5	5	5	5	4	3	4	1	--
Agra	39	40	38	38	34	29	38	5	3

* Other includes things like compulsory uniform, teaching children various handicrafts and regular provision of science and other exhibitions.

In Table 3.15 we had tabulated the multiple responses which we received from the private schools as steps taken by them to popularize their schools. The steps identified are primarily those which are the reasons for higher popularity of the private schools already identified by them such as good quality of education, regular classes and homework, stress on discipline and regular attendance by children, regularity of parent teacher meetings, proper facilities, importance to English, compulsory uniform, etc. The schools are trying to give greater stress on these aspects by ensuring that these aspects are also being put to actual practice as well. These responses, which are multiple in nature are common to both the districts selected by us for this study.

Table 3.13 : Steps Being Taken by Private Schools to Popularize Their Schools

Block/District	Good Quality Education	Regular Classes, Teaching and Homework	Discipline and Regular Attendance	Regular Parent Teacher Meetings	Organizing Games and Cultural Programmes	Proper Seating Arrangements	Optimal Teacher-Pupil Ratio	English as a Subject	Good Environment and Sanitation	Regular Publicity	Compulsory Uniform	Regularity of Teachers and Qualified Teachers
Rudauli	--	4	4	1	3	1	--	--	1	--	--	--
Mawai	4	2	2	1	--	2	--	--	--	1	--	--
Maya Bazar	2	2	2	2	2	2	1	--	--	--	--	--
Masaudha	4	2	2	--	2	3	1	--	--	--	--	--
Bikapur	3	4	2	2	2	--	1	1	--	--	--	--
Faizabad	13	14	12	6	9	8	3	1	1	1	--	--
Akola	1	2	3	3	1	--	--	--	--	1	--	--
Barauli Ahir	4	2	4	5	1	1	1	1	1	--	2	1
Bichpuri	2	3	2	3	2	2	1	2	--	--	2	--
Shamsabad	2	2	4	1	--	3	--	2	--	--	--	2
Bah	2	2	1	3	1	--	1	2	--	--	2	1
Pinahat	3	2	5	2	1	1	1	1	--	--	--	2
Ahtamadpur	2	2	3	4	--	--	2	1	--	--	--	--
Fatehpur Sikri	4	3	--	3	2	2	1	2	--	--	1	1
Agra	20	18	22	24	8	9	7	11	1	1	7	7

With the help of Chapters 2 and 3 we have been able to analyze the situation as found in the Parishad Schools as well as the other schools. If we take the highlights of our analysis we can arrive at a comparative picture which emerges. On the basis of this information we can make an effort to shed some light on the strengths and weaknesses of the two categories of schools, identify the bottlenecks

which are faced by the Parishad Schools in particular since these problems could be affecting their social acceptability in an adverse manner. This analysis will, therefore, be helpful in suggesting the ways through which remedial measures can be taken and improvements in social acceptability can be achieved.

In order to present a comparative picture of Parishad and other schools we have listed a number of features about these schools such as teachers, enrolment, building and its condition, availability of classrooms and various facilities, etc. These can be seen in Table 3.16. Looking at the general features of the two types of schools the first thing which strikes out is that Parishad Schools are relatively much older. This is expected since the state government has been investing on them even since Independence. Contrary to this, the concept of privatized education, particularly in the rural areas, is of a recent origin. Despite the fact that Parishad schools are old they all have a pucca building. As against this a much lower proportion of private schools of our sample have a pucca building. Many have a partly pucca building, while some are even functioning from a kutcha building and they particularly are not in a good condition. However, from the point of view of availability of classrooms the condition prevailing in private schools is relatively better. All Parishad Schools follow the syllabus of U.P. Board. In the case of the other schools we also found a few which are affiliated to the CBSE or ICSE Board. There is not much difference between these schools as far as availability of drinking water and toilet is concerned. The private schools, however, have better facilities to offer in terms of play-ground and playing material, seating arrangement, boundary wall and electrical connections.

Table 3.16: Comparative Picture of Parishad and Other Schools

Features	Parishad Schools		Other Schools	
	Faizabad	Agra	Faizabad	Agra
1. General Features				
(a) Age Since Establishment	Over 20 years	Over 20 years	Mainly below 20 years	Mainly below 20 years
(b) Syllabus Adopted	U.P. Board only	U.P. Board only	12% Other than UP Board	3% other than UP Board
(c) Distance of School	All within Village	All within Village	92% within 1 km. of Village	98% within 1 km. of Village
(d) Condition of School Building	All Pucca	All Pucca but 3 in Dilapidated condition	Only 68% Pucca, Non-Pucca in Poor condition	Only 88% Pucca. Non-Pucca in Poor Condition
(e) Rented or Own School Building	All Owned	All Owned	16% Rented	2% Rented
(f) Average Number of Class Room per School	3	3	Over 5 (72%)	Over 5 (77%)
(g) Drinking Water	96%	95%	96%	90%
(h) Toilet Facility	68%	82%	68%	70%
(i) Play Ground	68%	68%	92%	83%
(j) Electricity	Nil	Nil	56%	60%
(k) Chairs or Benches for Students	Nil	Nil	64%	45%
(l) Only Tat-Pattis	92%	100%	36%	42.5%
(m) Black Boards	100%	100%	92%	95%
(n) Playing Material	68%	55%	92%	70%
(o) Boundary Wall	28%	47%	56%	75%
2. Details About Teachers				
(a) Average Number of Teacher per School	3	4	6	5
(b) Trained Teachers	99%	97%	15%	23%
(c) Average Salary of Headmaster (p.m.)	Rs.8500	Rs.8500	Rs.1198	Rs.1470
(d) Average Salary of the Teachers (p.m.)	Rs.6750	Rs.6750	Rs.1020	Rs.990
(e) Teacher-Pupil Ratio	93	70	38	49

Table 3.16 (contd...)

Features	Parishad Schools		Other Schools	
	Faizabad	Agra	Faizabad	Agra
3. Details About Students				
(a) Average Number of Children per School	278	280	228	245
(b) Average Enrolment between Classes I & V	82 to 38	86 to 32	55 to 47	75 to 38
(c) Caste-wise Enrolment:				
(i) General Caste	11%	11%	24%	29%
(ii) Highest Enrolment	37%(SC/ST)	48% (SC/ST)	(46% (OBC)	(34% (OBC)
(d) Economic Background of Children:				
(i) Mainly from Poor Families	60%	60%	--	--
(ii) Poor and Middle Class Combined	40%	40%	100%	100%
(e) Attendance Pattern High	44%	18%	100%	80%
4. Fees of the School (Rs. per annum)	14	14	Rs.481-510 Between Class I & V	Rs.443 – 467 Between Class I & V
5. Special Attractions				
(a) Uniform	Not Compulsory	Not Compulsory	Compulsory in 84% Schools	Compulsory in 90% Schools
(b) Monthly Rations	Yes	Yes	No	No
(c) Scholarship to Target Group	Yes	Yes	Yes	Yes
(d) Free Books	Yes	Yes	No	No
(e) Maths and Science Kits	Yes	Yes	No	No
(f) Provision of Shiksha Mitra	Yes	Yes	No	No
Provision of English	No	No	Yes	Yes
6. Details of Children Changing School				
(a) From Private to Parishad School	--	--	8% (18 Children)	28% (305 Children)
Reasons			Incentives, Free Education	Incentives, Economic Factors
(b) From Parishad to Other Schools	56% (225 Children)	57%(766 Children)	--	--
Reasons	Lack of teachers and other facilities; Poor quality and irregular teaching	Poor Quality and Irregular Teaching, Attraction of Other Schools.		

Table 3.16 (contd...)

Features	Parishad Schools		Other Schools	
	Faizabad	Agra	Faizabad	Agra
7. Steps to Ensure Good Quality Education				
(a) Regular Classes	Yes	Yes	Yes	Yes
(b) Regularity of Teachers	Yes	Yes	Yes	Yes
(c) Regular Attendance	Yes	Yes	Yes	Yes
(d) Regular PT Meeting	--	--	Yes	Yes
(e) Regular VEC Meeting	Yes	Yes	--	--
(f) Regular Visit of ABSA/Coordinator of BRC and NPRC	Yes	Yes	--	--
8. Ways to Increase Enrolment and Reduce Drop-Outs				
(a) Public Contact	--	--	Yes	Yes
(b) Persuade Parents	Yes	Yes	Yes	Yes
(c) Publicity of School	--	--	Yes	--
(d) VEC Meeting	Yes	Yes	--	--
(e) Bal Gadna Register	Yes	Yes	--	--
9. Reasons for Popularity of the School				
(a) Good Quality Education	--	--	Yes	Yes
(b) Regular Classes	--	--	Yes	Yes
(c) Regular Home Work	--	--	Yes	Yes
(d) Better Teacher Pupil Ratio	--	--	Yes	Yes
(e) Better Trained Teachers	Yes	Yes	--	--
(f) Economic Incentives	Yes	Yes	--	--
(g) Free Education	Yes	Yes	--	--
(h) Discipline	—	Yes	Yes	Yes

The second aspect for comparison is related to teachers. On an average our private schools have more teachers as compared to those run by the Parishad. Consequently, the teacher-pupil ratio is 38 and 49 in the private schools of Faizabad and Agra respectively. As compared to this there are a much higher number of children per teacher in the Parishad Schools of Faizabad (93) as well as Agra (70). However, the teachers of Parishad Schools are all qualified and even receive training while in service so that they are aware of the latest teaching methods and teaching materials. Besides this they are drawing much better salaries as compared to their counterparts teaching in the private schools.

The Parishad schools in general are found to have a relatively higher strength than that obtained in the private schools. In the case of the Parishad Schools the children from general caste constitute only around 11 per cent in the total strength of the school but in the private schools this percentage is around 24 in Faizabad and 29 in Agra. This goes to show that the general caste population prefers to send their children in private schools. In the Parishad Schools almost 60 per cent come exclusively from poorer sections of society. But in the private schools they come from poor as well as middle class families. Looking at both categories of schools we found that average attendance is much higher in the private schools as compared to the Parishad Schools. However, what is rather disturbing is that if we look at the average strength of students on a class-wise basis then the strength is high in Class I but declines as we shift to the higher classes. This trend is found in both types of schools but is much more prominent in Parishad Schools. In the Parishad Schools enrolment in Class I is over 80 students but by Class V the strength of children is in the 30s.

It is quite obvious that private schools have a profit motive. Thus, the average annual fees and other charges of these schools per child work out to between Rs.481 and Rs.510 in the schools of Faizabad and between Rs.443 and Rs.467 in the case of Agra. In Parishad Schools the parents have to pay only Rs.1-20 per month so the annual expenditure is only around Rs.14.

Whether schools are Parishad schools or other schools they have their special attractions. The special features of the Parishad school is provision of monthly rations to all children, scholarships to children from target groups, free books, availability of science and maths kits, teaching and learning material, provision of Shiksha Mitra and training to the teachers. Out of these facilities the other schools have only scholarships for the specified groups of children. However, the features which are exclusively found in them are the provision of uniform and English in their curriculum.

Our analysis revealed that children leave one category of school to join another in both the districts. However, the number of children leaving Parishad schools to join private schools is much higher and the factors responsible for this are lack of teachers and other facilities, poor quality of teaching and that too irregular. As compared to this children leaving the private schools to join Parishad Schools are doing so mainly for the free rations and books and because of the economic conditions of their households.

When it comes to steps taken by both categories of schools to ensure good quality of education there are a few points common to both types of schools such as attempt to ensure regular classes, regularity of teachers and regular attendance. In

the case of Parishad Schools the special effort is the regular meetings of the VEC and regular visit to the schools of the ABSA and co-ordinators of BRC and NPRC. As against this the private schools are regularly organizing parent-teacher meetings.

Various steps are being taken by both types of schools to ensure high enrolment and low drop-outs. Parishad schools are concentrating on persuading parents, through the village education committee and through the help of the Bal Gadna Register. In the case of the private schools their reliance is on public contact, influencing the parents and through the publicity of their school.

Finally, when we analyze the factors responsible for the popularity of these two categories of schools the Parishad schools score over the private schools in terms of better trained teachers, free education and various incentives. The private schools claim that their popularity is the result of good quality education, regular classes, regular home work, better discipline and a favourable teacher-pupil ratio.

It is, therefore, quite evident from the picture presented so far that both Parishad and Private Schools have some distinct advantages over the other type of school and no category can be said to have a clear-cut edge over the other. However, if we appreciate the fact that the Directorate of Basic Education is backing up the Parishad Schools with all types of financial, technical and educational support, we may say that the Parishad schools must take maximum advantage of the situation. Added to this is the presence of highly trained teachers and various incentives provided by the state government. Thus, if the Parishad Schools can be better organized the private schools will not be able to compete with them at all.

CHAPTER 4

PERCEPTION OF PARENTS AND INFLUENTIAL PERSONS REGARDING SOCIAL ACCEPTABILITY

In the previous chapter we had presented a comparative analysis of the Parishad and other schools after analyzing Parishad schools in detail in chapter 2 and the non-Parishad schools in chapter 3. This analysis had been based on information collected from each category of school and the perceptions of the headmaster or teacher from each of the schools selected by us for the study. There is therefore every possibility that the headmaster or teacher of a Parishad or non-Parishad school could have given a statement with a certain degree of bias towards his or her school. The simplest way to verify that same is to get views of the parents whose children are enrolled in the Parishad or other schools. For this we have selected 10 parents from each category of school and so the analysis which we are going to present in this chapter is based on information collected from a total of 1300 parents from the two districts. There were a total of 50 schools (Parishad and other combined) in Faizabad and 80 schools (Parishad and other combined) in Agra from which our sample was drawn. Besides the views of the parents we will also include the views of some influential people from the area where our selected Parishad schools were located. These influential persons have given their opinion of both Parishad and other schools. These persons include the village Pradhan, other members of the VEC, retired teachers, retired officers residing in the villages members of an NGO etc. It is expected that the views of the parents as well as the influential persons will be able to present a fairly accurate picture about the educational

standards in villages, condition of Parishad and private schools, levels of social acceptability attained by Parishad schools and the short comings from which they are suffering at present. Identification of these bottlenecks will be helpful in offering suggestions with the help of which social acceptability of Parishad schools can be enhanced further. We will look at views of parents with children enrolled in Parishad and other schools separately.

VIEWS OF PARENTS WITH CHILDREN IN PARISHAD SCHOOLS

The general background of parents is shown in Table 4.1. We present its highlights in Tale 4.1(a) which is derived from it.

Table 4.1(a): Background of Parents

Features		Faizabad		Agra	
i)	Average Age (yrs)(Father)	40		40	
ii)	Caste-wise % distribution				
	General	15.6		19.5	
	SC/ST	29.2		38.0	
	OBC	31.6		28.5	
	Minority	23.6		14.0	
iii)	Educational Level	Father	Mother	Father	Mother
	Illiterate	24.4	54.8	11.7	55.5
	Literate	9.2	17.6	17.5	22.3
	Upto class VIII	42.4	21.2	45.5	19.7
	High School & Inter	18.0	5.6	19.8	2.0
	Graduation & Above	6.0	0.8	5.5	0.5
iv)	Occupational Distribution (%)				
	Agriculture & Agr. Labour	46.4		45.0	
	Non Agr. Labour	14.4		31.7	
	Self employment	12.8		8.5	
	Service	9.2		10.3	
	Shop/business/other	17.2		4.5	
v)	Level of House hold income (p.a.)				
	Below Rs.15,000	35.6		39.5	
	Between Rs.15,000 – 20,000	38.0		32.25	
	Above Rs. 20,000	26.4		28.25	
	Avg. House hold Income (Approx)	20,000		19,500	

Table 4.1 Continued

Information	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
5. Level of Annual Income (Rs.)															
Below - 15000	17	20	16	12	24	89	13	22	18	29	16	26	19	15	158
15000 - 20000	18	19	23	21	14	95	20	18	11	11	26	12	21	14	133
20000 - 30000	5	8	10	15	5	43	15	8	18	7	5	6	8	17	84
30000 - 40000	5	2	1	-	4	12	-	-	2	2	-	2	1	2	9
40000 +	5	1	-	2	3	11	2	2	1	1	3	4	1	2	16
Average Household Income	25368	17858	17650	20290	19218	20077	21716	18380	19920	17098	20210	20930	16944	21022	19537

The average age of the father worked out to be 40 years in both Faizabad and Agra. There were variation between the blocks and average age ranged between 38 and 42 years. On a castewise basis the general category was around 15.5 and 19.5 per cent in Faizabad and Agra respectively. In Faizabad the maximum share was of the OBC category (31.6 per cent) while in Agra SC/ST accounted for 38 per cent of the total sample. As could be expected the mothers were less educated than the fathers of the children. Illiteracy among mothers was around 55 and 55.5 per cent in Faizabad and Agra respectively. Among the fathers also the educational qualifications were not much since around 42.5 and 45.5. per cent in Faizabad and Agra respectively had passed upto class VIII only. It was no surprise to find that the highest percentage of parents were either engaged as cultivators or allied agricultural activities or agricultural labourers in both Faizabad (46.4 per cent) and Agra (45 per cent). The next important group in Faizabad were having shops or other business establishments. However, in Agra almost 31.7 per cent parents were non-agricultural labourers. The annual income of the

households concentrated in the income group of between Rs.15,000 and 20,000 in Faizabad (38 per cent) and below Rs. 15,000 in the case of Agra (39.5 per cent). Thus average household income worked out to be approximately Rs.20,000 per annum in the case of Faizabad and around Rs. 19,500 in Agra. Even if we look at the different blocks separately (Table 4.1) the variations will be found but these variations are not very high. For example the highest average house hold income was around Rs. 25,000 in Rudauli and lowest in Maya Bazar (Rs.17650). Similarly, in Agra the block with highest house hold income was Akola (Rs.21,716) and lowest in Ahtamadpur (Rs.16,994).

Table 4.2 provides details regarding the children. Once again we will reduce the table to table 4.2(a) to provide only district level highlights.

Table 4.2 (a): Details about Children

Details	Faizabad	Agra
Avg. No. of Children per household	4.38	4.61
Children enrolled in		
(a) Parishad Schools Boys	242	428
Girls	241	380
(b) Other Schools Boys	27	35
Girls	17	1
Avg. No. of Children in School (Parishad + Other combined)	2.11	2.11
% of Parishad Schools within village	46.8	79.75
No. of non-enrolled children		
Boys	8	10
Girls	14	18
Reasons for non-enrolment	(i) Economic Problem (ii) Child engaged in Household work (iii) Child not interested in studies	(i) Child not interested in Studies (ii) Economic Problem (iii) Child engaged in Household work
Drop-outs cases - Boys	7	10
- Girls	5	10
Causes of drop-out	(i) Child not interested in studies (ii) Economic Problem	(i) Child not interested in Studies (ii) Economic Problem

Table 4.2: Details about children and their school (Parishad)

Details	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Total No. of children															
Upto 3	14	16	15	16	21	82	7	11	16	10	14	14	10	13	95
4-5	24	24	19	19	23	109	31	25	20	28	24	25	27	25	205
6-7	8	10	14	14	4	50	9	14	9	8	12	10	10	10	82
8 and above	4	-	2	1	2	9	3	-	5	4	-	1	3	2	18
Average no. of children	4.58	4.30	4.44	4.58	4.02	4.38	4.76	4.64	4.64	4.70	4.50	4.34	4.74	4.56	4.61
No. of households child enrolled in Parishad school															
One : House holds	17	18	20	15	22	92	14	23	18	16	18	12	18	17	136
Boys	13	11	10	7	11	52	6	13	8	10	7	8	11	9	72
Girls	4	7	10	8	11	40	8	10	10	6	11	4	7	8	64
Two : House holds	25	27	18	19	14	103	17	15	21	22	20	29	15	18	157
Boys	22	26	17	13	15	93	13	11	22	21	21	32	13	21	154
Girls	28	28	19	25	13	113	21	19	20	23	19	26	17	15	160
Three : House holds	8	5	12	16	14	55	19	12	11	12	12	9	17	15	107
Boys	18	11	24	19	25	97	36	19	17	24	20	17	43	26	202
Girls	11	5	18	32	22	88	25	20	16	19	17	12	21	26	156
No. of Household child enrolled in Private school															
One : House holds	2	2	7	7	5	23	5	2	3	4	4	2	4	1	25
Boys	2	1	5	4	4	16	5	2	3	4	3	2	4	1	24
Girls	-	1	2	3	1	7	-	-	-	-	1	-	-	-	1
Two : House holds	-	-	5	1	-	6	-	-	2	-	-	-	1	1	4
Boys	-	-	4	1	-	5	-	-	4	-	-	-	2	2	8
Girls	-	-	6	1	-	7	-	-	-	-	-	-	-	-	-
Three : House holds	-	-	2	1	-	3	-	-	-	-	-	-	-	1	1
Boys	-	-	4	2	-	6	-	-	-	-	-	-	-	3	3
Girls	-	-	2	1	-	3	-	-	-	-	-	-	-	-	-
Average No. of school going children (Parishad +others)	1.96	1.80	2.42	2.32	2.04	2.11	2.28	1.88	2.00	2.14	1.98	2.02	2.16	2.22	2.11

Table 4.2 (contd....)

Details	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Distance of Parishad school															
Within village	37	21	27	23	9	117	40	35	42	48	30	38	38	48	319
Less than 1 km.	8	22	18	25	37	110	10	13	8	2	18	12	12	2	77
More than 1 km.	5	7	5	2	4	23	-	2	-	-	12	-	-	-	4
Distance of non Parishad School															
Within 1 Km.	1	1	-	-	-	2	2	1	5	4	1	2	1	-	16
Less than 1 Km	-	1	8	2	5	16	3	1	-	-	2	-	4	3	13
More than 1 Km.	1	-	6	6	-	13	-	-	-	-	1	-	-	-	1
No. of Household having children in 6-11 Age group not enrolled															
Nil	44	44	50	41	49	228	46	47	40	48	45	49	48	49	372
Boys	1	2	-	5	-	8	2	2	3	-	2	1	-	-	10
Girls	5	4	-	4	1	14	2	1	7	2	3	-	2	1	18
Reason for not enrolment															
Child not interested	1	2	-	2	-	5	2	1	1	1	2	1	2	1	11
Economic problem	2	2	-	3	1	8	1	-	3	1	2	-	-	-	7
Child engaged in household work	3	2	-	2	-	7	-	2	4	-	1	-	-	-	7
Any other	-	-	-	2	-	2	1	-	2	-	-	-	-	-	3
No. of household shaving children dropping out before completing primary															
Only Boys	3	2	-	-	2	7	1	-	1	4	3	-	1	-	10
Only Girls	-	-	-	2	3	5	-	-	1	3	1	1	2	2	10
Reasons for drop-out															
Child not interested	-	1	-	1	2	4	1	-	1	3	-	-	2	-	7
Economic problem	3	-	-	-	1	4	-	-	1	3	1	1	-	2	8
Child failed regularly	-	1	-	-	1	2	-	-	-	-	1	-	1	-	2
Child earning	-	-	-	1	1	2	-	-	-	1	2	-	-	-	3

It is found that the average number of children per household was slightly higher in Agra (4.6) as compared to Faizabad (4.4). From these household children were mainly enrolled in Parishad schools. In the case of Faizabad the number of boys and girls going to Parishad schools was almost identical. In Agra, however, there were relatively more boys than girls. Some of these parents were also found to be sending some children even to other schools but such household were rather few and only 44 children in Faizabad and 36 in Agra were enrolled in private schools. A majority of these were boys which indicated that when it comes to expenditure on the education of their children, the parents were more willing to spend on the male child. In the case of Faizabad only around 47 per cent of the Parishad schools were located within the village. This percentage was much higher in the case of Agra (nearly 80 per cent). It was a welcome fact that very few children from the school going age group were not enrolled in both the districts. The number of girls was slightly higher as compared to boys. The reasons for non-enrolment were economic problems, pre-occupation of the child in household work and the lack of interest shown by the child in studies. Similarly it was also encouraging to note that even fewer children had dropped out before completing education upto the primary level. There was not much difference between the number of boys and girls and causes for drop-out too were similar to those cited for non-enrolment. In Faizabad there were a total of 549 children in the school going age group and out of them only 22 were not enrolled. Thus the enrolment rate among children of our sample households was around 96 per cent. Similarly 844 out of 872 children from the household of Agra were going to school and this gives us an enrolment rate of nearly 97 per cent. This goes to prove that the steps taken by the state government over the years has created awareness among the parents about the significance of education and

this is getting reflected in the high rates of enrolment. Looking at these figures on a blockwise basis (Table 4.2) variation are obviously found between blocks with respect to many variables such as children going to school, distance of school, non enrolment as well as drop outs. However, these differences are not very much.

It is not merely sufficient to have high rate of enrolment. Equally important is to know whether children attend school regularly or not; whether teachers are regular, teach regularly and give home work on a regular basis and the types of problems faced by children. These details on a blockwise basis are provided in table 4.3. Once again we have derived table 4.3 (a) to present the data in a compact form at the district level.

Table 4.3 (a): Details about Regularity of Children and School Education

Details	Faizabad	Agra
Regularity of Children (%)	64.4	63.0
Main Reasons for Irregularity		
(i) Engaged in Agricultural & allied activities	60.7	41.2
(ii) Engaged in non-agricultural activities	32.5	43.9
Regularity of Teachers (%)	79.6	74.0
Problems because of Irregularity of Teachers		
(i) Lack of proper education	✓	✓
(ii) Irregularity of the child	✓	✓
(iii) Child becomes indisciplined	-	✓
(iv) Child wastes time in School	-	✓
Details		
Regular teaching in schools	53.6	46.5
Do children get home work	20.4	22.5
Is the home work checked	53.8	54.6
School has good location	82.0	82.0
General atmosphere of schools		
Good	43.6	37.5
Poor	10.0	9.5
Main Problems in school		
i) Shortage of class rooms	✓	✓
ii) Shortage of teachers	✓	✓
iii) Problem of Toilet /drinking water	✓	✓
iv) Shortage of play ground and playing material	✓	✓

Table 4.3: Details about Regularity of Child and School Education (Parishad)

Details	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Do your child go to school regularly															
Yes	27	31	30	38	35	161	33	35	23	38	29	30	33	31	252
No	23	19	20	12	15	89	17	15	27	12	21	20	17	19	148
If no, reason															
a) child engaged in agriculture	7	6	8	3	5	29	2	4	5	4	5	8	7	4	39
b) child engaged in non-agriculture	8	5	7	4	5	29	11	8	13	6	10	2	6	9	65
c) child looking after animal	6	8	5	3	3	25	-	2	4	2	4	5	2	3	22
d) school timings not suitable	2	-	-	2	2	6	4	1	5	-	2	5	2	3	22
No. of days children were absent last month															
Less than 3 days	6	5	5	2	6	24	6	4	7	5	4	3	3	5	37
3-5 days	8	7	8	7	5	35	4	6	10	4	9	8	9	9	59
6-10 days	9	7	7	3	4	30	7	5	10	3	8	9	5	5	52
Do teachers attend school regularly															
Yes	34	37	40	45	43	199	40	43	38	38	34	32	34	37	296
No	16	13	10	5	7	51	10	7	12	12	16	18	16	13	104
If No, what problems does your child face															
a) lack of proper education so becomes weak	6	5	4	2	2	19	3	4	4	2	6	4	5	4	32
b) child also becomes irregular	4	4	3	2	2	15	2	2	2	2	5	3	4	4	24
c) lack of discipline	3	2	2	-	1	8	2	-	2	4	3	5	3	3	22
d) child wastes time if teacher not present	3	2	1	1	2	9	3	1	4	4	2	6	4	2	26

Table 4.3 (Continued)

	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Is Teaching Regular and Quality															
Yes	28	24	32	30	20	134	27	25	27	17	22	26	23	19	186
No	22	26	18	20	30	116	23	25	23	33	28	24	27	31	214
Do Child Get Home-work															
Yes	9	5	18	9	10	51	14	12	18	9	6	7	11	13	90
No	25	24	11	13	21	94	20	20	18	25	28	30	24	19	184
Some-time	16	21	21	28	19	105	16	18	14	16	16	13	15	18	126
Do Teacher check the home-work															
Yes	12	10	20	24	18	84	12	23	19	15	8	9	12	20	118
No	13	16	19	13	11	72	18	7	13	10	14	11	14	11	98
Location of the School															
Good	45	39	41	36	44	205	47	39	42	41	42	34	45	38	328
Bad	5	11	9	14	6	45	3	11	8	9	8	16	5	12	72
If Bad in what way															
Distance	1	3	-	4	-	8	-	-	1	-	3	6	-	-	10
Bad Locality	2	2	4	5	2	15	2	5	3	2	2	2	1	2	19
Heavy Traffic	-	4	2	3	4	13	-	3	2	3	3	4	1	6	22
Poor Approach	2	2	3	2	-	9	1	3	2	4	-	4	3	4	21
Any other Problem faced by the child in School															
(a) Shortage of Class Room	36	22	23	30	18	129	28	15	19	21	25	22	19	31	180
(b) Shortage of black Board	7	5	6	4	5	27	3	5	5	7	14	10	8	12	64
(c) Shortage of Seating arrangement	14	21	14	17	13	79	13	16	15	12	21	17	11	10	115
(d) Poor condition of School Building	6	4	12	8	7	37	6	8	12	5	10	20	6	18	85
(e) Toilet/Drinking Water Problem	23	31	18	13	15	100	19	14	25	22	18	21	17	24	160
(f) No Play Ground/Playing material	26	16	23	19	12	96	11	15	15	16	15	21	12	21	126
(g) Lack of Teacher	19	26	26	11	20	102	17	11	13	19	21	25	13	17	136
How do you Rate of General Atmosphere of School?															
Good	24	16	24	17	28	109	20	20	26	20	18	14	17	15	150
Average	23	28	21	26	18	116	26	27	24	27	30	30	25	23	212
Poor	3	6	5	7	4	25	4	3	-	3	2	6	8	12	38

The table clearly shows that children are not very regularly attending school since only around 64 per cent households of Faizabad and 63 per cent from Agra report that their children attend schools regularly. In the case of Faizabad this irregularity is because children are being engaged in agriculture and allied activities (60.7 per cent

responses). The other relatively less important reason is the engagement of children in non-agriculture activities (32.5 per cent responses). In Agra, however, the significance of both these activities is almost equal as the proportion of responses from households is quite similar [Table 4.3 (a)].

On the whole the teachers of Faizabad are more regular since nearly 80 per cent households report that they are regular. In Agra the response is slightly lower at 74 per cent. The adverse affects of non-regular attendance of teachers is that quality of education suffers and along with the teacher, the child also tends to become irregular once the child knows that his teacher will not come to school. These two responses are common to both the districts. However, two more disadvantages indicated by parents in Agra are that the child firstly tends to become indisciplined and even if he does go to school he only wastes his time fooling around rather than learning anything. As can be expected the teaching is relatively more regular in Faizabad as compared to Agra. But in both districts the Parishad schools hardly give the children any home work (only around 20 per cent responses). However, if home work is given only around half the teachers check the work done by the children. Thus the purpose of giving home work is defeated if it is not checked regularly. It was discouraging to note that the response about good atmosphere prevailing in Parishad schools is far from satisfactory – only around 44 per cent in Faizabad and 38 pr cent in Agra. Majority of parents report that it is average only. The main problem faced by the children in school as identified by the parents relate to shortage of class rooms as well as teachers, problems related to non-availability of drinking water and toilet facilities and non-availability of play field and playing materials [Table 4.3(a)].

It may therefore be said that while the parents have the onus to send their children regularly to schools, the Parishad has to ensure that teachers are adequate in number, that they come to school regularly and teach and that they must also give children home work that needs to be checked on a regular basis. The schools must also ensure that the infrastructure facilities like water, toilet, proper class rooms, play field and playing material etc must be properly provided. Once this is ensured the overall atmosphere of these schools will increase considerably and this will affect their social acceptability positively as well.

The Parishad schools as we know are providing education free of cost to all the children. They are charging a token amount of rupee one as development charges and twenty paise as games fees per child. The SC/ST children are exempted even from the development charges. However, the parent does have to incur some expenditure on books and exercise books, pencil, eraser etc. uniform and some other miscellaneous expenses. Some books are being provided free of cost but a few have to be purchased. The details of expenses which parents have to bear per child are shown in Table 4.4 . The table highlights the fact that overall average annual expenditure per child in Faizabad works out to Rs.160. Out of this two third of the total expenditure is accounted for by books and exercise books alone. The next most important thing is uniform with a share of around 18 per cent in total expenditure. In the case of the district overall average expenditure varies between the five selected blocks with Masaudha having the highest expenditure per child of Rs.219 per annum whereas the lowest per child expenditure was in Rudauli (Rs.111 only).

In the case of Agra the overall average expenditure was even lower than that obtained in Faizabad and worked out to Rs.127 per child per annum. Here again books and exercise books accounted for around 65 per cent of the total expenditure. The parents are spending around 17 per cent of the total amount on uniform. Once again we find variations as far as figures of average expenditure on a blockwise basis. In the case of Bichpuri average expenditure per child was highest at Rs.171 and the lowest figure was found in Ahtamadpur (Rs.99 per child per annum). In order to show how much cheaper the cost of education is in the Parishad schools we have also indicated average annual expenditure which the same parents have to bear in case children are going to private schools. In Faizabad average expenditure per child stands at Rs.1331 and in Agra at Rs.1020 per child. This by itself clearly brings out the distinct advantage which Parishad schools offer the children as compared to other schools which are run on commercial considerations (Table 4.4).

As has been indicated in the earlier chapters, the students belong to specified families are eligible to scholarships in the schools. In the case of SC/ST category all children are eligible to get a scholarship. Among the OBC category only 6 children from each school are eligible and economic condition of their households is the criterion for selection. Among the minority groups also it is laid down that all those whose economic condition is bad will be eligible. Thus their number can exceed 6 as was

**Table 4.4: Pattern of Average Expenditure on the Education of One Child
(Annual Parishad)**

Pattern of Expenditure (Avg. per child in Rs.)	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Tuition Fee*	12 (10.81)	12 (9.23)	12 (7.69)	12 (5.48)	12 (6.86)	12 (7.5)	12 (7.79)	12 (5.51)	12 (6.94)	12 (10.17)	12 (10.08)	12 (10.62)	12 (12.12)	12 (11.32)	12 (9.5)
Books and Copy	76 (68.47)	107 (82.31)	118 (75.64)	123 (56.16)	109 (62.29)	107 (66.9)	95 (61.69)	95 (67.38)	88 (50.87)	73 (61.86)	85 (71.44)	82 (72.57)	78 (78.79)	71 (66.98)	83 (65.4)
Stationary	10 (9.01)	9 (6.92)	10 (6.41)	11 (5.02)	8 (4.57)	10 (6.3)	9 (5.84)	9 (6.38)	10 (5.78)	10 (8.47)	7 (5.88)	8 (7.08)	7 (7.07)	7 (6.60)	8 (6.3)
Uniform	11 (9.91)	-	14 (8.97)	71 (32.42)	44 (25.14)	29 (18.1)	36 (23.38)	23 (16.31)	61 (35.26)	21 (17.81)	13 (10.92)	9 (7.96)	-	14 (13.21)	22 (17.3)
Other	2 (1.80)	2 (1.54)	2 (1.29)	2 (0.92)	2 (1.14)	2 (1.2)	2 (1.30)	2 (1.42)	2 (1.15)	2 (1.69)	2 (1.68)	2 (1.77)	2 (2.02)	2 (1.99)	2 (1.6)
Average total Expenditure	111 (100.00)	130 (100.00)	156 (100.00)	219 (100.00)	175 (100.00)	160 (100.00)	154 (100.00)	141 (100.00)	173 (100.00)	118 (100.00)	119 (100.00)	113 (100.00)	99 (100.00)	106 (100.00)	127 (100.00)
Per child Avg. Expenditure of Education in non-Parishad School	1030	1175	1510	1137	1152	1331	1021	1515	936	1155	1056	1415	922	1274	1020

* N.B. Tuition fee or development charges are not to be paid by children from SC/ST families.

the case with the children from OBC families. The details of children receiving scholarships from different sections of the population among our selected house-holds are shown in Table 4.5. In the case of our selected blocks of Faizabad there were a total of 135 children enrolled from SC/ST families. Out of them 125 or 92.5 per cent are receiving scholarships. Although every child is entitled to scholarship, there is a shortfall because in some cases children who join school after the first list has been sent to the

welfare dependent have to wait till their sanction is approved in the second round of approval. Among the OBC children only six can receive scholarships in each school. Consequently, while the total number of children from this category was as high as 144 only 30 or barely 21 per cent are actually being given the annual scholarship. The percentage of minority children receiving scholarship to total children from this identified group is also quite high at around 93 per cent. Among the different blocks of Faizabad, Maya Bazar is the best since all children belonging to SC/ST and minority group are being provided scholarships.

In the case of Agra 95 per cent children belonging to SC/ST families are enjoying the benefit of scholarships. This percentage is slightly low (85.5 per cent) as compared to Faizabad for the children belonging to the minority group. In the case of OBC children only 17 out of 218, or barely 8 per cent, are receiving scholarships. Looking at the eight blocks covered by us in Agra we find that 100 per cent eligible children from the SC/ST category are covered under the scholarship scheme in Bichpuri block. In fact this is the only block with full coverage from the SC/ST group. In the case of children belonging to the minority families there are two blocks namely Shamsabad and Pinahat where every eligible child is receiving scholarship. In the blocks of Bah and Pinahat not even a single child belonging to the OBC category was receiving scholarship. Thus in the block as a whole only around 34 per cent children in Pinahat and around 52 per cent in Bah are getting scholarships from all the three categories taken together. This figure for the district as a whole is also low at 51.5 per cent.

Table 4.5: Children Receiving Benefits in School (Parishad)

Children Receiving Scholarship	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Total SC/ST Children	27	28	27	27	26	135	64	31	31	37	43	27	38	43	314
Scholarship Receiving	23	25	27	26	24	125	62	28	31	36	40	25	36	41	299
Total OBC Children	29	23	31	41	20	144	13	34	25	21	28	35	42	20	218
Scholarship Receiving	9	8	3	7	3	30	2	5	4	3	-	-	1	2	17
Total Minority Children	28	27	24	24	37	140	10	17	17	23	10	9	8	23	117
Scholarship Receiving	26	26	24	22	32	130	9	16	12	23	9	9	5	17	100
Total Children	96	88	98	104	97	483	109	92	93	103	95	99	112	105	808
Total Scholarship Receiving	58	59	54	55	59	285	73	49	47	62	49	34	42	60	416

The views of the parents about the education being received by their children in the Parishad schools in a crucial factor which will determine the level of social acceptability of these schools. We, therefore, made various enquiries on this aspect and the responses have been tabulated and presented in Table 4.6. It is very clearly revealed that in the case of Faizabad over 51 per cent of the parents are dissatisfied with the quality of education which the Parishad schools are providing. The main reason for dissatisfaction stems from the fact that according to them the teachers are irregular and negligent. This is reported by around 33 per cent of the dissatisfied parents because

teachers are irregular and negligent it automatically follows that children are not taught properly and their foundations are weak. (25 response from dissatisfied parents). Other aspects pointed out are shortage of teachers and the absence of good quality education. If we look at the blocks individually, their reasons of dissatisfaction do not follow the same pattern. Eighty per cent parents have reported that the parent teacher meeting is not held regularly. However, even from among those who report it is regularly held only 40 per cent parents attend them on a regular basis. This is a shortcoming even on the part of the parents because regular holding of the parent teacher meeting and regular attendance by parents can be very beneficial in improving the overall quality of education. It is observed that only around 32 per cent of the parents visit school for reasons other than attending parents teacher meetings. Once again variation can be seen to exist among the different blocks of Faizabad (Table 4.6).

The situation as found in Agra is not better since 53 per cent parents are dissatisfied with the quality of education which Parishad schools provide to their children. The main criticism as pointed out by around 29 per cent of the unsatisfied parents is that the Parishad schools suffer from lack of teachers. The next important factor is irregularity and negligent attitude of teachers (27 per cent response). In Agra as many as 85 per cent parents report that the parent teacher meetings are not being held regularly. Out of those who claim regularity of the parent teacher meeting only about 27 per cent are attending them on a regular basis. Further it is seen that only around 31 per cent parents visit the Parishad schools on occasions other than to attend the parent teacher meeting. (Table 4.6). Variations among the 8 blocks can be seen in the table.

Table 4.6 : Views of Parents Regarding Education (Parishad)

Views	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Are you satisfied with the quality of education															
Yes	18	21	28	31	24	122(48.8)	33	28	31	25	19	16	17	19	188(47.0)
No	32	29	22	19	26	128(51.2)	17	22	19	25	31	34	33	31	212(53.0)
Reason if not satisfied															
(a) Child not taught properly. So weak	8	6	5	4	9	32(25.0)	3	5	2	5	7	7	6	7	42(19.8)
(b) Teacher Irregular and negligence	14	9	6	9	4	42(32.8)	8	9	9	6	5	8	9	3	57(26.9)
(c) Lack of Teacher	5	11	3	2	8	29(22.7)	2	3	2	6	13	12	11	13	62(29.2)
(d) Lack of quality education	5	3	8	4	5	25(19.5)	4	5	6	8	6	7	7	8	51(24.1)
Is parents teacher meeting regularly															
Yes	12	7	10	9	12	50(20.0)	8	10	11	4	7	8	5	7	60(15.0)
No	38	43	40	41	38	200(80.0)	42	40	39	46	43	42	45	43	340(85.0)
Do you attend them regularly															
Regularly	5	2	3	4	6	20(40.0)	2	2	3	1	2	3	1	2	16(26.6)
Occasionally	4	3	2	2	4	15(30.0)	3	6	3	2	2	2	2	2	22(36.7)
Rarely	3	2	5	3	2	15(30.0)	3	2	5	1	3	3	2	3	22(36.7)
Do you other wise also visit school															
Yes	16	11	18	22	14	81(32.4)	23	19	12	16	16	15	7	16	124(31.0)
No	34	39	32	28	36	169(67.6)	27	31	38	34	34	35	43	34	276(69.0)

The table highlights the fact that parents by and large are not happy with the quality of education. For this they blame the lack of teachers, their irregularity and negligent attitude. Because of this failure the quality of education is suffering. This criticism does not auger well for the social acceptability of the Parishad schools. The Parishad Schools are also at fault for not arranging the parent teacher meetings regularly. This is one forum where teachers can highlight the weakness of the child to his parents. Parents, in turn, can point out the problems which the child may be pointing

out to his parents. This exchange of views can facilitate improvements in the quality of education. However, even the parents must shoulder a part of the responsibility rather than expecting the schools to take every initiative. First of all they must attend the parent teacher meeting whenever it is held. They can also exert pressure on the schools through the village education committee to ensure that teachers attend schools regularly, teach properly and call the parent teacher meetings on a regular basis. These parents must realize that if they unite they can be a force to reckon with and have the power to bring about qualitative changes in education.

At the end of the schedule for parents whose children are studying in Parishad schools we asked them to give their views about the advantages of Parishad schools, and opinion of others living in the same village and their suggestions for enhancing social acceptability of the Parishad schools. Their views and suggestions are shown in Table 4.7. As far as the advantages enjoyed by Parishad schools we have received multiple responses. The most important among them is that they are providing free education and also offering incentives. In the case of Faizabad 77.2 percent parents feel that free education is the best advantage while around 69 percent are of the opinion that incentives offered are the main alteration of these schools. Another 43 percent trace its advantage to the fact The Parishad employs qualified and trained teachers. As a result of these advantages and also because of their low economic base nearly three-fourth of the parents are not in favour of changing the school of their children. However, nearly 53 per cent have expressed the opinion that if their economic condition improves, they would prefer to send their children to private schools. When we asked parents as how others living in their village feel about the Parishad School we were told that in their opinion the only advantage enjoyed by these schools was free education and other

incentives. However, problems such as shortage of teachers and their irregularity as well as poor administration is proving an impediment in providing good quality education.

In their opinion the social acceptability of the Parishad schools can be improved by bringing about qualitative improvements in teaching, in administration, with respect to teachers and other aspects. These include good quality education on a regular basis, bringing about improvement in teacher pupil ratio, ensure regularity of teachers by posting non-local teachers in schools, laying emphasis on discipline and through the introduction of English since all parents find it fashionable to send children to schools where English is being taught.

Even in the case of Agra a similar picture emerges. Out of the total sample around 75 and 71 percent parents feel that the great advantage enjoyed by Parishad schools is no tuition fees and other incentives respectively. Yet another 32 per cent feel that the presence of qualified and trained teachers is their advantage. Almost 71 per cent of our respondents are not in favour of changing the school. Here again the reason for thinking on these lines is not only because of the advantage of these schools. Their economic condition too is affecting their decision. This fact emerges from the response given by 51 per cent parents who say that they will transfer their children to private schools in case their economic condition allows them to do so (Table 4.7).

In the opinion of these parents other individuals living in their village have more to say by way of criticism of the Parishad schools. Only around one fourth identify no fees and incentives as an advantage. The short comings pointed out are irregular and poor quality education, administration problems and the fact that teachers are short and those employed are irregular.

The parents feel that if social acceptability levels of the Parishad schools are to be improved further then this can be achieved only if regular and good quality education is provided, number of teachers are increased so as to improve teacher pupil ratio, schools must ensure that teachers come to school regularly and also teach regularly and properly. All schools must lay proper emphasis on discipline. This means that the Basic Shiksha Parishad must introduce administrative measures which will look into all these aspects.

Table 4.7: Views of Parents Regarding the Advantages of the Parishad Schools

Views of Parents	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Elkapur	Total	Akolia	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
What are the advantage of Parishad school															
(a) No Fees	34	38	41	43	37	193(77.2)	39	40	35	33	43	36	40	35	301(75.25)
(b) Other Incentive	38	31	24	39	40	172(68.8)	33	31	37	37	38	34	37	36	283(70.75)
(c) Trained Teacher	23	19	25	25	16	108(43.2)	16	26	17	15	14	14	13	16	128(32.0)
(d) Good Education	12	9	14	17	11	52(20.8)	8	13	9	14	7	7	6	10	80(20.0)
Are you interested in changing the school															
Yes	8	11	16	10	17	62(24.8)	9	14	18	10	20	18	14	15	118(29.5)
No	42	39	34	40	33	188(75.2)	41	36	32	40	30	32	36	35	282(70.5)
If your economic condition improves will you change the school															
Yes	26	30	29	23	24	132(52.8)	16	26	21	25	33	26	26	32	205(51.25)
No	24	20	21	27	26	118(47.2)	34	24	29	25	17	24	24	18	195(48.75)

Table 4.7 (contd.)

Ways to improve Social Acceptability of Parishad Schools	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
What is the opinion regarding Parishad School among people living in your village															
(a) Administrative problem	21	31	15	23	27	117(46.8)	19	19	12	26	23	25	23	27	174(43.5)
(b) Problem of Teacher	38	34	37	17	27	153(61.2)	11	21	14	12	30	26	20	21	155(38.8)
(c) Education not regular and good quality	24	35	24	29	23	135(54.0)	28	20	19	23	21	29	26	19	185(46.3)
(d) Free education and other facilities	10	9	20	26	27	92(36.8)	14	18	13	16	13	12	14	14	114(28.5)
1. Improvement related to quality of education															
(a) Regular Teaching	25	26	14	12	20	97	24	19	18	24	23	29	26	30	193
(b) Emphasis on good quality	17	26	22	30	27	122	21	17	22	17	20	28	13	20	158
(c) Regular home work	11	17	19	14	18	79	10	21	15	8	10	11	17	13	105
2. Administrative Improvement															
(a) Proper Teacher Pupil Ratio	28	32	22	15	21	118	19	17	12	25	27	32	23	25	180
(b) Adequate No. of class room	8	10	11	6	8	43	14	12	18	7	15	16	7	9	98
(c) Proper Settings	7	12	6	7	9	41	6	10	7	13	14	11	12	10	83
(d) Similar curriculum in all School	6	5	8	5	7	31	5	7	5	4	6	3	4	4	38
(e) Regular visit of ABSA and Co-ordinators of BRC/NPRC	18	11	14	19	8	70	8	7	6	8	16	12	13	7	77
(f) Proper Infrastructure	10	7	13	16	12	58	14	6	13	10	9	17	15	10	94
3. Related to teacher															
(a) Regularity in school as well as teaching	17	13	9	14	21	74	18	19	7	21	23	19	9	14	130
(b) Teachers to concentrate of on Teaching, No extra work	9	9	14	16	10	58	10	19	8	7	15	10	8	5	82
(c) Only non local teacher to be appointed	9	8	12	8	17	54	9	16	18	6	14	8	11	18	100
4. Other Aspects															
(a) English as a subject	11	10	7	5	12	45	10	6	13	5	14	11	11	8	78
(b) Emphasis on discipline	12	18	12	7	16	65	9	14	9	10	19	7	8	16	92
(c) Proper evaluation of children	7	5	6	13	8	39	5	4	6	5	3	8	6	8	45

VIEWS OF PARENTS HAVING CHILDREN IN OTHER SCHOOLS :

We will now analyze the views of parents with children in other schools on the same lines as had been done for parents with children in Parishad Schools. Table 4.8 deals with the general background of the parents. For explaining this on a district-wise basis we have derived table 4.8 (a) from the Table 4.8.

Table 4.8(a): General Background of Parents (other schools)

Features	Faizabad		Agra	
i) Average age of Father (yrs.)	39		39	
Castewise % Distribution				
General	28.0		26.3	
SC/ST	22.0		31.8	
OBC	29.2		30.5	
Minority	20.8		11.5	
ii) Educational level (%)	Father	Mother	Father	Mother
Illiterate	11.2	13.2	6.3	23.0
Literate	5.2	38.4	10.3	36.8
Upto class VIII	32.4	30.0	37.3	29.0
High school & Inter	26.0	9.6	35.3	8.8
Graduate & above	25.2	8.8	11.0	2.5
iii) Occupational Distribution (%)				
Agriculture & Agr. Labourer	43.6		41.8	
Non-agricultural labourer	5.6		15.0	
Self Employment	12.8		7.9	
Service	22.0		23.5	
Shop/Business/ Other	16.0		12.0	
iv) Level of House hold Income (p.a.)				
Below Rs. 15,000	12.8		14.5	
15,000-20,000	25.2		21.5	
Above 20,000	62.0		64.0	
Avg. House hold Income (Approx.)	33,080		31,700	

Table 4.8 : General Background of Parents (Private)

Information	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Age Group (in Years)															
Below 34	16	10	12	12	13	63	11	13	17	12	15	14	12	7	101
35 - 39	14	15	16	12	10	67	12	14	9	11	10	16	12	12	96
40 - 44	10	13	12	13	13	61	9	11	16	9	11	14	13	12	95
45 - 49	7	8	6	8	10	39	12	10	5	9	9	6	10	11	72
50 +	3	4	4	5	4	20	6	2	3	9	5	-	3	8	36
Average Age (Year)	39	39	39	40	39	39	40	39	38	40	40	38	40	41	39
Caste															
General	13	10	17	13	17	70	8	8	8	17	12	25	14	13	105
SC/ST	15	12	5	10	13	55	17	11	24	15	21	11	12	16	127
OBC	15	17	11	17	13	73	14	26	15	13	9	13	19	13	122
Minority	7	11	17	10	7	52	11	5	3	5	8	1	5	8	46
Educational Qualification															
<u>Father</u>															
Illiterate	7	5	3	10	3	28	3	-	4	8	2	3	3	2	25
Literate	4	3	4	1	1	13	1	3	4	5	2	4	11	11	41
Upto Class V	6	6	15	7	3	37	-	8	9	6	10	9	2	4	48
J B S	9	11	4	10	10	44	16	14	11	18	9	15	9	9	101
High School & Inter	10	13	10	16	16	65	25	21	13	8	20	13	21	20	141
Graduate and above	14	12	14	6	17	63	5	4	9	5	7	6	4	4	44
<u>Mother</u>															
Illiterate	3	9	6	9	6	33	9	15	14	10	6	16	13	9	92
Literate	20	16	29	23	8	96	15	10	17	20	20	17	23	25	147
Upto Class V	7	7	6	8	13	41	9	14	3	9	14	7	2	4	62
J B S	8	8	4	4	10	34	13	5	5	7	4	8	3	9	54
High School & Inter	6	6	1	4	7	24	3	4	7	4	5	1	8	3	35
Graduate and above	6	4	4	2	6	22	1	2	4	-	1	1	1	-	10

Table 4.8 (contd.)

Information	Faizabad						Agra								
	Rudauli	Mawaj	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
1. Agriculture and Animal Husbandry	8	22	24	15	32	101	14	22	16	25	12	27	24	15	155
2. Agriculture Labour	2	1	3	2	--	8	1	3	--	3	4	--	--	1	12
3. Non-Agriculture Labour	4	3	5	2	--	14	7	8	12	10	7	4	5	7	60
4. Self employment	9	4	6	12	1	32	--	4	-	4	4	8	5	6	31
5. Service	19	13	5	8	10	55	20	9	19	4	12	7	7	16	94
6. Shop and Business	8	7	7	11	7	40	8	4	3	4	11	4	9	5	48
5. Level of Income (Rs.) Annual															
Below 15000	6	7	10	7	2	32	1	5	10	16	5	9	3	9	58
15000-20000	14	8	20	12	9	63	3	15	9	17	12	12	14	4	86
20000-30000	13	12	13	16	16	70	23	24	14	14	17	14	18	13	137
30000-40000	9	3	4	5	8	29	9	1	9	3	4	7	2	4	39
40000-50000	1	5	1	4	7	18	4	1	5	--	4	1	4	3	22
50000-60000	3	2	1	3	2	11	4	1	--	--	4	3	4	2	18
60000+	4	13	1	3	6	27	6	3	3	--	4	4	5	15	40
Average household income	32050	44030	22978	30360	36000	33084	37930	26500	31748	21787	31340	27490	33130	43650	31697

Table 4.8(a) reveals that the average age of the father in our sample households worked out to 39 years in both the districts. In our study care had been taken to draw the sample of parents in a way to represent all caste groups. In the case of Faizabad the maximum sample was from the OBC category (29.2 per cent and was closely followed by the general category (28.0 per cent). The rest was almost evenly split between SC/ST and minority groups. In Faizabad it was very encouraging to note that the percentage of illiterate fathers was only 11.2 per cent and literate accounted for

another 5.2 per cent. This means that over 83 per cent are those with some formal education. In fact one fourth were either graduates or post graduates and almost a like proportion had passed either high school or intermediate. The situation among the mothers of the children was not as good although it was seen that only around 13 percent were illiterate and this was a welcome sign. Maximum concentration was of mothers who were only literate and they accounted for around 38 pr cent of the total sample. This left around 48 per cent mothers with formal education. The concentration (30 per cent) was among those who had studied between class V and Class VIII. Only around 10 per cent were high school or intermediate while around 9 per cent mothers were graduates or post graduates.

Coming to the occupational distribution of parents almost 44 per cent were engaged in agriculture as cultivators or agricultural labourers. The next important category was of service class parents and they accounted for 22 per cent of the total sample. The others owned some shop or business (16 per cent) or were self employed (12.8 pr cent). The annual income of these parents was concentrated in the income group of over Rs. 20,000 (62 per cent respondents) and the average annual income of these households worked out to be approximately Rs.33,080 per annum.

In the case of Agra the caste wise distribution pattern showed around 32 per cent parents in the SC/ST category and 30.5 per cent from the OBC. General caste constituted around 26 per cent of the total sample while minorities were 11.5 per cent. The illiteracy level among fathers of children was as low as 6.25 per cent and only around 10 per cent were literate. This therefore means that 83 per cent of the male guardians had some formal education. Their concentration was among those with

schooling upto class VIII (37 per cent) and between High School and Intermediate (35 per cent). Only 11 per cent were graduates or post graduates. The mothers of the children were relatively less educated than the males of Agra and as compared to the females in our sample from Faizabad. As many as 23 per cent were illiterate and nearly 37 per cent were only literate. This, therefore, meant that only around 39 per cent had the benefit of receiving formal education. Among this category the concentration was of those who had studied upto class VIII (29 per cent). Even in Agra nearly 42 per cent of the sample household were dependent on agriculture for their daily bread while around 23 per cent belonged to the service class. The only difference between Agra and Faizabad was that in Agra a relatively higher percentage (15 per cent) were working as non-agricultural labourers. Consequently the share of self employed and those owning shops or business was relatively lower as compared to Faizabad [Table 4.8 (a)].

Looking at the income of the households their concentration was found in the group above Rs.20,000 per annum and the overall average household income worked out to Rs.31700 per annum (Table 4.8(a)).

Even if we look at the blockwise figures in Table 4.8 it will be seen that although there are variations between blocks but these variations are not very striking and that they fit into the overall pattern obtained in the district as a whole. Among the blocks of Faizabad highest average household income was found in Mawai (Rs.44,000 approx.) while the lowest was in Maya Bazar (Rs.23,000 approx). Similarly in Agra highest and lowest average household incomes were found in Fatehpur Sikri (Rs.43,600 approx) and Shamsabad (Rs.21,800 approx) respectively.

Let us now look at the details of the children from these households, about their school, enrolment and dropout situation. The main information on a blockwise basis related to this aspect is shown in Table 4.9. However, to make the analysis simpler we will derive Table 4.9 (a) from it.

Table 4.9 : Details About Children and Their School (Private)

Details	FAIZABAD						AGR								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Total No. of Children															
Upto 3	28	22	27	24	30	131	10	19	20	14	16	20	17	18	134
4 - 5	17	22	15	22	16	92	32	22	23	21	23	19	24	14	178
6 - 7	5	4	7	3	4	23	6	7	6	13	9	8	5	16	70
8 and above	-	2	1	1	-	4	2	2	1	2	2	3	4	2	18
Average No. of Children	3.38	4.16	3.64	3.74	3.40	3.66	4.50	4.10	3.92	4.60	4.38	4.20	4.22	4.46	4.30
No. of Households with Child Enrolled in Private School															
One : Household	29	26	21	21	20	117	12	21	25	23	21	23	24	28	177
Boys	19	22	16	12	13	82	11	16	20	21	12	20	19	22	141
Girls	10	4	5	9	7	35	1	5	5	2	9	3	5	6	36
Two : Households	17	18	23	25	24	107	21	28	18	15	18	15	15	15	145
Boys	27	20	26	29	33	135	20	39	21	22	24	18	21	17	182
Girls	7	16	20	21	15	79	22	17	15	8	12	12	9	13	108
Three: Households	4	6	6	4	6	26	17	1	7	12	11	12	11	7	78
Boys	7	16	11	9	10	53	36	2	17	24	15	23	24	11	152
Girls	6	4	10	4	8	32	21	1	7	12	18	15	15	9	98
No. of Household with Child Enrolled in Parishad School															
One: Households	3	2	7	--	5	17	1	2	2	1	2	1	5	2	16
Boys	-	-	2	-	5	7	1	-	1	-	-	1	4	-	7
Girls	3	2	5	-	--	10	--	2	1	1	-	2	1	2	9
Two: Households	-	3	1	-	-	4	2	3	--	5	2	2	--	3	17
Boys	-	4	-	-	-	4	1	3	-	4	3	--	-	3	14
Girls	-	2	2	-	-	4	3	3	-	6	1	2	-	3	18
Three: Household	-	-	-	-	1	1	-	-	-	1	1	1	2	-	5
Boy	-	-	-	-	1	1	-	-	-	1	1	1	4	-	7
Girl	-	-	-	-	2	2	-	-	-	2	2	3	2	-	9
Average No. of School going Children	1.58	1.78	1.94	1.68	1.88	1.77	2.12	1.76	1.74	2.06	1.98	1.96	2.08	1.72	1.89

Table 4.9 (contd....)

Details	FAIZABAD						AGRA								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Distance of Private School															
Within village	18	15	12	8	8	61	21	10	20	24	24	26	28	35	188
Less than 1 km	28	24	24	26	30	132	23	26	20	17	19	16	6	10	137
More than 1 km	4	11	14	16	12	57	6	14	10	9	7	8	16	5	75
Distance of Parishad School															
Within village	2	2	-	-	2	6	2	2	1	5	5	3	4	2	22
Less than 1 km	1	2	2	-	1	6	2	3	1	-	-	-	3	2	11
More than 1 km	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
No. of Children in 6-11 age group not enrolled															
Nil	48	48	50	47	47	240	49	50	50	48	50	46	48	49	390
Boy	1	1	-	1	2	5	1	-	-	-	-	2	-	-	3
Girl	1	1	-	2	1	5	-	-	-	2	-	2	2	1	7
Reason for not enrolled:															
Child not interested	-	-	-	1	2	3	-	-	-	1	-	1	1	1	4
Economic Problem	2	1	-	1	-	4	-	-	-	1	-	2	1	-	4
Child engaged in house hold work	-	1	-	-	1	2	1	-	-	-	-	1	-	-	2
Any other	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
No. of Children who dropped out															
One : Boy	3	-	-	1	3	7	1	-	-	-	-	-	-	-	1
Girl	-	-	1	1	1	3	2	-	1	-	1	-	1	-	5
Reasons for drop out															
Child not interested	1	-	1	1	2	6	1	-	-	-	-	-	1	-	2
Economic Problem	2	-	-	1	1	3	1	-	1	-	1	-	-	-	3
Child failed regularly	-	-	-	-	1	1	1	-	-	-	-	-	-	-	1

Table 4.9 (a) : Details About Children and their School

Details	Faizabad	Agra
Avg. No. of Children per House hold	3.66	4.30
Children enrolled in		
(a) Other Schools Boys	270	475
Girls	146	242
(b) Parishad Schools Boys	12	28
Girls	16	36
Avg. No. of Children in School (Parishad + Other Schools)	1.77	1.89
% of other School within village	24.4	47.0
No. of Non-enrolled children		
Boys	5	3
Girls	5	7
Reasons for non-enrolment	i) Child not interested in studies ii) Economic Problem	i) Child not interested in studies ii) Economic Problem
Drop-out Cases Boys	1	1
Girls	2	5
Causes for drop-out	i) Child not interested in studies ii) Economic Problem	i) Child not interested in studies ii) Economic Problem

It is quite evident from the table above that the average number of children per household worked out to 3.66 in Faizabad. As far as enrolment of children in other schools is concerned there were a total of 416 children out of which 64.9 per cent are boys and 35.1 per cent girls. This is an indicator towards the fact that the parents are more interested in sending the male child to a private school. The bias against the girl child is a known factor. In this case it seems even more obvious because while the Parishad schools have no fees, the private schools entail a recurring monthly expenditure. The parents therefore are relatively less concerned about the education of their daughters. It is found that some of these parents are also sending children to the Parishad schools as well although their number is very small – 12 boys and 16 girls. In this way the average number of children enrolled in School (both categories combined)

works out to 1.77. Only in 24.4 per cent cases the other school is located within the village. The children have therefore to cover upto one kilometer to go to school. In some cases the schools are at a distance of over one kilometer as well. It was encouraging to note that only a very few number of children in the school going age group are not enrolled. Their total number is ten and boys and girls are found in equal number. The main cause for the non-enrolment is that the child is not interested in studies and that economic factors do not permit the parents to bear the expenses. It is equally encouraging to note that the cases of drop outs is even less since only 3 children had dropped out before completing education upto the primary level. Once again the same two reasons have been cited for drop-out as had been advocated in the case of non-enrolment. If we look at the blocks of Agra we have a total 717 children who are enrolled in other schools. Of these 66 per cent are boys and around 34 per cent are girls. Once again we can clearly see how parents have an indifferent approach towards the education of the girl child. The number of children from these families who are going to Parishad Schools is 64 of these 28 are boys and 36 are girls. On the whole, therefore, 1.89 children are enrolled in the schools on an average. As compared to Faizabad, Agra presents a relatively better picture since in 47 per cent cases the other schools are located within the village itself. The remaining schools are within a distance of one kilometer from the village. However, a few schools are located beyond a distance of one kilometer as well. Only three boys and seven girls, in the school going age group were not enrolled in any school. The reasons cited are that they are not interested in studies and that economic problem of the households is proving to be problem. Even the cases of drop-outs are very few (one boy and six girls) and once again these are because of economic problem or because the child is not interested in studies [Table 4.9 (a)].

On the whole therefore, the picture which is emerging is satisfactory since the rate of enrolment is found to be very high among our selected households and at the same time the cases of drop-outs too are negligible over a sample of 650 households. In Maya Bazar there was not even a single case of non-enrolment. In Agra on the other hand full enrolment was found in the blocks of Barauli Ahir, Bichpuri and Bah. No drop-outs were reported from Mawai block of Faizabad and the blocks of Barauli Ahir, Shamsabad and Pinahat from Agra.

The third aspect under analysis is the regularity with which children go to school, regularity of teaching and home work and other aspects related to the child's schooling. These details are provided on a blockwise basis in Table 4.10 and once again we have derived a simpler table for explanation Table 4.10 (a).

Table 4.10: Details about Regularity of Child and School Education (Private)

Details	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Do your children go to School regularly?															
Yes	44	42	41	46	42	215	46	41	40	42	41	40	44	43	337
No	6	8	9	4	8	35	4	9	10	8	9	10	6	7	63
If No, Reasons															
1. Child Engaged in Agriculture	2	2	2	2	3	11	1	5	3	3	4	2	3	2	23
2. Child Engaged in Non-Agriculture	3	2	5	1	2	13	2	3	2	3	3	4	2	3	22
3. Child looking after Animals	1	3	2	-	1	7	1	1	3	1	2	3	1	2	14
4. School timings not suitable	-	1	-	1	2	4	-	-	2	1	-	1	-	-	4
5. Any other															
Number of Days Children Absent Last Month															
Less than 3 days	2	2	5	2	3	14	3	2	5	3	3	6	4	3	29
3 - 5 Days	3	4	3	2	4	16	1	5	3	2	4	2	2	2	21
6 - 10 Days	1	2	1	-	1	5	-	2	2	3	2	2	-	2	13

Table 4.10 (contd....)

Details	Faizabad						Agra								
	Rudauli	Mawai Bazar	Maya	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Is Teaching Regular and of good Quality?															
Yes	39	41	45	45	42	212	43	44	38	41	42	40	40	46	334
No	11	9	5	5	8	38	7	6	12	9	8	10	10	4	66
Do Child Get Home-work?															
Yes	23	28	30	26	20	127	19	22	25	26	18	16	20	20	166
No	12	9	10	8	14	53	7	10	8	7	15	12	9	52	73
Some-time	15	13	10	16	16	17	24	18	17	17	17	22	21	5	161
Do Teacher check the home-work															
Yes	30	31	17	30	20	128	32	32	32	37	22	27	24	38	244
No	8	10	13	12	16	59	11	8	10	6	13	11	17	7	83
Location of the School															
Good	46	42	43	45	40	216	41	45	44	44	45	39	40	46	344
Bad	6	8	7	5	10	34	9	5	6	6	5	11	10	4	56
If Bad in what way															
Distance	2	3	3	2	3	13	2	1	-	-	2	2	2	2	11
Bad Locality	1	3	2	1	2	9	3	-	2	2	-	5	3	-	15
Heavy Traffic	1	2	1	1	2	7	-	2	3	3	1	2	2	2	15
Poor Approach	-	-	1	1	3	5	4	2	1	1	2	2	3	-	15
Any other Problem faced by the child in School															
(a) Shortage of Class Room	5	13	8	6	7	39	5	8	18	3	11	15	12	13	85
(b) Shortage of black Board	4	10	6	4	7	31	3	7	3	-	6	5	2	8	34
(c) Shortage of Seating	4	5	10	9	6	34	7	10	7	5	15	5	13	16	78
(d) Poor condition of School Building	6	12	7	4	14	43	-	8	8	4	6	10	12	14	62
(e) Toilet/Drinking Water Problem	12	16	13	10	17	68	10	11	20	12	14	21	15	20	123
(f) No Play Ground/Playing material	15	14	10	19	12	70	13	16	13	10	17	16	9	18	112
(g) Lack of Teacher	4	7	10	6	10	37	-	10	-	4	12	7	10	12	55
How do you Rate General Atmosphere of School?															
Good	29	28	30	29	31	147	23	27	20	30	26	21	24	27	198
Average	21	20	20	17	19	97	22	15	24	20	20	23	26	21	171
Poor	-	2	-	4	-	6	5	8	6	-	4	6	-	2	31

Table 4.10 (a) : Details about Regularity of Children and School Education

(Figures in Percentage)

Details		Faizabad	Agra
i)	Regularity with which children attend school	86	84
ii)	Main reasons for irregular attendance (engaged in Eco. Activities)	69	71
iii)	Regular and good quality teaching	85	84
iv)	Regular Home work by teacher	51	42
v)	Home work only some times	28	40
vi)	Home work checked regularly	68	75
vii)	School had good location	86	86
viii)	Problems faced by the child in school		
a)	Lack of water/toilet facility	27.2	30.8
b)	No play ground/playing material	28.0	28.0
c)	Poor condition of school building	17.2	15.5
d)	Shortage of class rooms	15.6	21.2
e)	Shortage of seating	13.6	19.5
ix)	School Atmosphere		
	Good	58.8	49.5
	Average	38.8	42.7

The table reveals that in both the districts of Faizabad and Agra children are going to school with a high degree of regularity. In the case of Faizabad 86 per cent parents have reported that their children attend school regularly. However, among those whose children are not very regular the main factor responsible is the role-played by the children in the economic activities of the household whether they are related to agriculture or no-agricultural activities. As many as 85 per cent parents report that the

quality of teaching in the private schools is good and 51 per cent have confirmed that besides regular teaching in class the children are also given regular home work. Another 28 per cent parents report that homework is given sometimes only. However, whether parents have reported that homework is given regularly or sometimes, 68 per cent of them confirmed that the teachers check work done by students at home on a regular basis. Around 86 per cent parents are satisfied with the location of the school. The few who are not satisfied are those in whose case the school is at a distance. In reply to the types of problems which their children face in the private schools there are multiple responses but the ones which are significant are lack of drinking water and toilet facilities, lack of play ground and playing material, and facilities in school such as insufficient class rooms, shortage of seating and poor condition of the school buildings. However, despite some of the shortcomings nearly 59 per cent of the parents feel that the overall school atmosphere is good and another 39 per cent feel it is average.

In the case of Agra 84 per cent parents have reported that their children are attending school regularly. Out of those whose children are not regularly going to school are primarily doing so because they are engaged in the economic activities of the household. In giving their opinion about the school 84 per cent parents feel that teaching in the school is regular as well as of good quality. Only 42 per cent parents report that their children are being given regular homework by their teachers. Another 40 per cent say that homework is given only sometimes. However, 75 per cent feel that whether homework is given regularly or occasionally the teacher does check the work done by children at home. In the views of 86 per cent parents the location of the school is good. The few who are not satisfied complain on grounds of the location being in a bad locality, area of heavy traffic or that the approach to the school is not good. Even in

the case of Agra the problems faced by the children relate to lack of facilities such as drinking water and toilet, no play field or playing kits, shortage of class rooms and seating arrangement and the fact that some school buildings are not well maintained. Only around half the parents are satisfied with the overall atmosphere of the school and another 43 per cent feel it is average [Table 4.10(a)].

As has already been pointed out the privately run educational institutions are in business to earn profits. The parents have therefore to spend a considerable amount of money to meet the cost of this education. The pattern of this expenditure is shown with the help of Table 4.11. The average expenditure on the education of each child in Faizabad as a whole worked out to Rs.1099. There are seven heads of expenditure which add up to this figure and the most crucial among them is tuition fees which alone accounts for 34.5 per cent of the total expenditure. The second in importance is books and exercise books whose share in total expenditure is nearly 30 per cent. The third in importance is school uniform and expenditure on this head is approximately 20.5 per cent of total expenditure. These three items taken together account for 85 per cent of total expenditure. It is therefore, quite obvious that the other items of expenditure do not involve very high expenditure. There are fairly wide variations among the five blocks and the highest per child expenditure of Rs.1538 was in Rudauli while the lowest expenditure per child was only RS.849 in Masaudha. The extent of burden parents have to bear in sending their child to a private school can be gauged by the expenditure which these very parents are incurring when their child is going to a Parishad school. In the case of the Parishad school the total expenditure is barely Rs.194 per annum.

Even in the case of Agra the annual expenditure per child is fairly close to the figure obtained in Faizabad at Rs.1014. School fees takes away the biggest chunk (37.7 per cent) and expenditure on books and exercise books is 27.3 per cent of total expenditure. The third most important item is uniform (17.2 per cent) and these three items together account for 82 per cent of total expenditure. Relatively smaller amounts are therefore spent on the other four items of expenditure. On a blockwise basis the highest expenditure is found in Barauli Ahir (Rs.1232) and Ahtamadpur (Rs.1215) while the two blocks with lowest per child expenditure are Pinahat (Rs.802) and Shamsabad (Rs.816). The calculation of expenditure met by some of these parents who are also sending children to Parishad Schools reveals that the average expenditure in the government run school per child is as low as Rs.171 only.

The scheme of providing scholarships to identified categories of children is prevalent even in the private schools and these details for each eligible category are shown in Table 4.12. In the private schools of Faizabad there were a total of 88 children belonging to the SC/ST families of them 59 or 67 per cent are receiving scholarships. Children from OBC families were 135 in number but only 5 of them (3.7 per cent) are actually receiving scholarships. Children from the minority community number 82 and the proportion of those receiving scholarship is 28 per cent. Thus taking all five blocks together we have 416 eligible children but only 21 per cent are receiving scholarship. The block with lowest proportion of children receiving scholarship was Mawai (8.5 per cent) while the highest percentage was in Masandha (32 per cent).

**Table 4.11: Pattern of Average Expenditure on the Education of one Child
(Annual) (Private)**

Pattern of Expenditure (Avg. per child in Rs.)	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
School Fees	651	327	368	208	367	379(34.5)	292	589	345	324	343	309	491	399	382(37.7)
Books and Copy	356	290	350	353	298	329(29.9)	258	356	269	262	272	240	277	297	277(27.3)
Stationary	14	12	13	13	11	13(1.2)	15	14	15	14	11	12	14	12	13(1.3)
Uniform	295	200	179	226	242	227(20.6)	210	181	202	139	180	152	147	189	175(17.2)
Tuition Fees	170	134	-	-	-	57(5.2)	141	-	176	-	67	40	219	-	84(8.3)
Transport	-	52	97	-	28	36(3.3)	65	-	-	27	-	-	-	108	25(2.5)
Any other (Admission & Exam. Fees)	52	62	77	49	46	58(5.3)	27	92	64	50	51	49	67	76	58(5.7)
Average total Expenditure	1538	1077	1084	849	992	1099(100.0)	1008	1232	1071	816	924	802	1215	1081	1014(100.0)
Per child Avg. Expenditure of Education in the Parishad school	228	175	190	-	204	194	189	185	237	138	165	197	177	157	171

In the case of Agra 55 percent of the students from SC/ST families are receiving scholarships. Among the OBC children this percentage is below one per cent (0.96 per cent). Around 30 per cent of the children from the minority community are scholarship holders. Out of the total strength of eligible children, those receiving scholarship is only around 23.5 per cent. In Pinahat and Ahtamadpur only 8.8 and 9.7 per cent of the eligible children are getting scholarships. The maximum children enjoying this facility are in Bah (around 48 per cent) (Table 4.12).

Table 4.12: Children Receiving Benefits in School (private)

Children Receiving Scholarship	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpur	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Total SC/ST Children	21	18	12	16	21	88	44	17	46	33	43	23	27	23	256
Scholarship Receiving	15	7	5	15	17	59	32	8	24	10	36	8	9	14	141
Total OBC Children	25	32	21	32	25	135	28	42	22	22	14	21	41	18	208
Scholarship Receiving	1	-	1	1	2	5	1	-	1	-	-	-	-	-	2
Total Minority Children	11	18	25	16	12	82	18	8	6	9	16	3	10	16	86
Scholarship Receiving	-	-	9	11	3	23	11	8	-	-	7	-	-	-	26
Total Children	76	82	88	84	86	416	111	80	85	89	90	91	93	78	717
Total Scholarship Receiving	16	7	15	27	22	87	44	16	25	10	43	8	9	14	169

Analyzing the views of parents about the education which their children are receiving we asked them whether they were satisfied with the quality of education, regularity of the parent teacher meetings and their participation as well as their visiting school even besides the parent teacher meetings. The answer to all these questions have been tabulated and presented in Table 4.13. In the case of Faizabad around 67 per cent of the parents are quite satisfied with the quality of education which the private schools are providing. This leaves around one-third of the parents with some degree of dissatisfaction. Some of the arguments put forward by them for proving their point are the fact that these schools do not have properly trained teachers. This is the most important criticism. Since teachers are not well trained the other two criticisms which follow are that the quality of teaching suffers and so the child becomes weak as he is not

taught properly. It has already be seen that the teachers in these schools are not well trained (Chapter 3) and so there seems to be some validity in the criticism of the parents. Moreover, some parents even complain that teachers are irregular as well as negligent and so the quality of education suffers. However, in these schools the parent teacher meetings are held fairly regularly as indicated by around 56 per cent parents. Out of those who report that these meetings are regular only 36 per cent themselves attend these meeting regularly while another 42 per cent do so occasionally. Which means that almost 22 per cent of these parents themselves neglect the parent teacher meeting which can play such a significant role in improving the quality of education. Around 57 per cent parents are in the habit of visiting the schools besides going there to attend the parent teacher meetings.

In the case of Agra almost 78 per cent of the parents are satisfied with the quality of education which their children are receiving in private schools. Here also the main point of criticism by those who feel that qualitative education is lacking in these schools feel that this is primarily since a large majority of teachers employed in these schools are untrained. This shortcoming adversely affects the quality of education. A relatively higher proportion of parents (64.5 per cent) have reported regular parent teacher meetings. However, of these only around 44 per cent parents attend these meetings regularly an another 38 per cent occasionally. The parents must therefore appreciate that it is through their regular presence in these meetings that they can exercise pressure and ensure improvements in the quality of education. The parents from Agra are also not very keen on visiting the schools on other occasions either since nearly two-third have reported that they do not visit the school besides going there for the parent teacher meetings. (Table 4.13).

Finally we sought the views of these parents about the advantages which they feel are enjoyed by the private schools. We also asked their suggestions which can bring about improvement in the Social Acceptability of Parishad schools. In some cases multiple responses have been received. All details are being presented in Table 4.14. In the case of Faizabad the single factor which has impressed parents most about the private schools is that they ensure regular teaching. This is the most important advantage according to 76.4 per cent

Table 4.13: Views of Parents Regarding Education (private)

Views	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
Are you satisfied with the quality of Education															
Yes	32	33	42	39	36	182(67.2)	43	39	40	41	36	40	35	37	311(77.75)
No	18	17	8	11	14	68(32.8)	7	11	10	9	14	10	15	13	89(22.25)
Reason if not satisfied															
a) Child not taught properly so weak	3	4	2	2	3	14	2	3	2	3	3	1	3	2	19
b) Teacher Irregular and Negligent	2	3	1	2	2	10	1	1	-	-	3	2	2	2	11
c) Lack of trained teachers	7	6	3	4	6	26	3	5	6	6	4	5	8	5	42
d) Lack of quality education	6	4	2	3	3	18	1	2	2	-	4	2	2	4	17
Is parents teacher meeting regularly held															
Yes	34	21	32	20	34	141(56.4)	27	35	32	34	29	31	37	33	258(64.5)
No	16	29	18	30	16	109(43.6)	23	15	18	16	21	19	13	17	142(35.5)
Do you attend them															
Regularly	7	8	13	11	12	51(36.97)	11	20	16	19	16	10	13	9	114(44.0)
Occasionally	18	7	10	6	18	59(41.84)	10	10	8	10	4	16	20	21	99(38.37)
Rarely	9	6	9	3	4	31(21.99)	6	5	8	5	9	5	4	3	45(17.43)
Do you other wise also visit school															
Yes	21	26	24	39	32	142(56.8)	25	18	15	18	10	21	19	16	142(35.5)
No	29	24	26	11	18	108(43.2)	25	32	35	32	40	29	31	34	258(64.5)

parents. The next is importance is better atmosphere and facilities (58.4 per cent) and good quality education (51.6 per cent). Yet another aspect cited by 48 per cent parents is that these schools have English as a subject. Some other advantages, although less important, which have been pointed out are the provision of regular home work and proper seating arrangements for children. As a result of these advantages around 82 per cent parents are not interested in changing the school of their children. As far as these parents are concerned the only advantage which a Parishad school has is its free education and other facilities while disadvantages relate to administration, teachers and good quality education. Consequently, if the social acceptability of Parishad schools has to be improved then the parents feel that the Parishad schools must ensure regular and good quality teaching, maintain a proper teacher pupil ratio, ensure regularity of teachers, introduce English as a subject and lay proper emphasis on the maintenance of discipline in the Parishad schools.

When we turn our attention towards the parents selected from Agra they too feel that the greatest advantage of private schools in their regular teaching (61.8 per cent responses). The other advantages which have been cited and whose significance is similar are English as a subject (43.5 per cent), good quality education (42.5 per cent), provision of regular homework (41.5 per cent) and good atmosphere in school accompanied by better facilities (40.8 per cent). It is quite obvious that since a large number of parents feel that private school enjoy certain advantages they are not interested in sending their children to Parishad school (82 per cent response).

In the views of these parents free education and other facilities like distribution of free rations and text books etc. are the only advantage which Parishad schools enjoy (28 per cent response). The disadvantages however outweigh this advantage. Main disadvantage is the poor quality of education (47 per cent response), problem related to teachers such as their irregularity (45.8 per cent response) and other administrative problems (40.3 per cent response) (Table 4.14). these parents therefore feel that if Parishad schools want to improve their level of social acceptability, they must take certain remedial measures such as :

- (a) Emphasis on good quality education through regular teaching and regular homework to children.
- (b) Improvement in teacher pupil ratio.
- (c) Ensure adequate number of classrooms and proper seating arrangement.
- (d) Ensure regularity of teachers and see to it that they concentrate only on teaching.
For this appoint only non-local teachers.
- (e) Ensure proper discipline in school.

These are the main areas where if improvements are made then the quality of education will automatically improve. This in turn will enhance the reputation of Parishad schools and improve their social acceptability among the people (Table 4.14).

Table 4.14 Views of Parents Regarding the Advantages of Private School

Views of Parents	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpur	Fatehpur Sikri	Total
What are the Advantages of Private School															
(a) Regular Teaching	37	41	35	42	36	191(76.4)	26	34	31	33	35	28	25	35	247 (61.8)
(b) Regular Homework	19	13	24	21	18	95 (38.0)	17	18	22	26	22	15	19	27	166 (41.5)
(c) Good Education	22	26	22	29	30	129(51.6)	20	29	28	24	16	17	19	17	170 (42.5)
(d) English a subject	26	18	29	20	27	120(48.0)	18	28	20	14	19	23	26	26	174 (43.5)
(e) Proper seating	22	13	19	17	23	94 (37.4)	10	16	14	12	18	9	12	19	110 (27.5)
(f) Better Atmosphere and Facilities	27	25	33	28	33	146(58.4)	15	31	20	15	23	20	17	22	163 (40.8)
Are you Interested in Changing the School															
Yes	9	12	8	5	10	44 (17.6)	8	12	9	8	14	10	6	5	72 (18.0)
No	41	38	42	45	40	206 (82.4)	42	38	41	42	36	40	44	45	328 (82.0)
What is the opinion regarding Parishad school among people living in your village															
(a) Administrative Problem	17	21	28	13	19	98 (39.2)	20	11	22	22	26	18	18	24	161 (40.3)
(b) Problem Teacher	23	28	33	16	21	121 (48.4)	17	19	21	31	35	22	15	23	183 (45.8)
(c) Education Irregular and good quality	31	26	18	22	27	124 (49.6)	21	33	15	21	26	17	26	29	188 (47.0)
(d) Free Education and other Facilities	19	14	10	20	15	78 (31.2)	16	10	12	19	14	10	23	8	112 (28.0)
1. Improvement related to quality of education															
a) Regular teaching	27	22	19	20	17	105	15	16	14	16	26	29	20	21	157
b) Emphasis on good quality education	16	25	24	16	19	100	21	27	16	28	20	21	13	28	184
c) Regular home work	8	12	17	10	15	62	14	16	20	11	9	18	10	16	114
2. Administrative Improvements															
a) Proper teacher pupil ratio	20	26	31	14	21	112	21	16	15	20	27	30	14	22	165
b) Adequate No of class rooms	9	12	18	10	13	62	11	10	11	8	10	22	13	19	104
c) Proper seating	15	17	12	14	13	71	7	15	6	9	13	15	10	16	91
d) Similar curriculum in all schools	8	7	10	6	5	36	7	5	7	8	6	5	4	10	52
e) Regular visit of ABSA and co-ordinators of BRC/NPRC	17	23	14	13	20	87	2	9	10	15	17	16	9	6	94
f) Proper infrastructure	14	17	15	8	14	68	10	8	9	10	14	12	7	7	77

Table 4.14 (contd....)

Ways to improve social acceptability of Parishad School	Faizabad						Agra								
	Rudauli	Mawai	Maya Bazar	Masaudha	Bikapur	Total	Akola	Barauli Ahir	Bichpuri	Shamsabad	Bah	Pinahat	Ahtamadpu	Fatehpur Sikri	Total
3. Related to teacher															
a) Regularity in school as well as teaching	16	21	15	13	24	89	13	9	8	13	18	19	14	18	112
b) Teachers to concentrate on teaching, no extra work	11	5	14	21	12	73	9	16	10	8	12	13	12	11	91
c) Only non-local teacher to be appointed	11	10	12	9	13	55	6	7	11	9	13	10	7	14	77
4. Other aspects															
a) English as a subject	12	13	18	21	14	78	14	12	17	8	7	8	12	15	93
b) Emphasis on discipline	15	18	9	17	19	78	18	21	15	11	17	19	16	20	137
c) Proper evaluation of children	10	7	13	16	9	55	7	13	18	9	10	12	18	17	104

We have now analyzed the views of parents whose children are enrolled in Parishad schools as well as of those whose children are enrolled in other schools. From this it is easy to draw up a comparative picture between them as viewed by the parents themselves. This comparative picture is being highlights with the help of table 4.15. It appears from our analysis that children who are coming to the Parishad schools are ones where the literacy level of parents is relatively lower as compared to parents whose children are in other schools. For example out of total households in Faizabad the percentage of illiterate fathers is 24 per cent in Parishad schools but only 11 per cent in other schools. Similarly in Agra the illiterate fathers account for around 12 and 6 per cent among the Parishad and other schools respectively. Consequently the proportion of fathers having higher educational qualifications is relatively higher when we look at those parents whose children are in other schools as compared to Parishad schools. This difference in illiterates is even higher among the mothers as brought out from the table.

As far as Parishad schools are concerned the proportion of illiterate mothers was around 55 per cent in both the districts. Looking at the occupational categories agriculture and its related activities including working as agricultural labourers is most important. This is only natural considering the rural back ground of our respondents. Among the parents of other schools the second important category are those in service. This also is in tune with the relatively higher educational pattern of these parents. Among the household of children from Parishad schools around 36 and 40 per cent are having an annual income below Rs.15,000 in Faizabad and Agra respectively and so the average household income in these two districts works out to be Rs.20,000 in Faizabad and Rs.19500 in Agra. Contrary to this only around 13 and 15 per cent of the households with children studying in other schools have annual income below Rs.15,000 in Faizabad and Agra respectively. Consequently average household income is much higher among these households in both the districts. We may therefore conclude that generally the children attending Parishad schools belong to relatively less educated as well as economically poorer families as compared to children who are enrolled in other schools.

There is not much difference among these two categories of schools when we look at the average number of children in their households or the average enrolment at the primary level. Moreover, it is very pleasing to note that non-enrolment as well as drop-outs are negligible among the households whether we pick Parishad households or other households. The few cases which are found have a common cause such as economic problem and the lack of interest of the child in studies. These factors are common in non-enrolment as well as drop-out cases.

It is seen that parents of children from other schools are much more keen on the regularity of their children attending school. Parents of children from Parishad schools are slightly indifferent and this could be the result of the difference in their educational level.

The regularity of teachers is slightly better in non-Parishad schools and a relatively higher percentage of parents from other schools feel that the atmosphere in the school is good. Because of these factors a much higher percentage of parents from other schools are satisfied with the quality of education provided by the schools. Among parents of children in Parishad schools the level of satisfaction related to good quality education is high only among less than half the total respondents. Whether dissatisfaction among parents about quality of education is seen in Parishad or other schools the reasons centre around some aspects related to the teacher. In Parishad schools teachers are irregular, they are not adequate in number and do not teach properly. In non-Parishad schools, on the other hand, teachers are untrained and so the quality of education suffers and the child is not taught properly.

One drawback of the Parishad schools is their inability to hold parents teacher meetings on a regular basis. However, parents of both categories are also at fault because a high percentage of them do not attend these meetings regularly.

As can be expected, the most striking difference between the Parishad and other schools is in the cost which parents have to bear in educating the child. Average per child expenditure in the Parishad school is barely Rs.160 and Rs.127 in Faizabad and Agra respectively. Contrary to this parents have to spend on an average RS.1099 and Rs.1014 on the education of each child in Faizabad and Agra respectively.

The advantages enjoyed by each category of school are quite distinct. In Parishad schools there is free education coupled with other incentives. Having trained teachers is another big advantage. In the other schools the advantages are seen in terms of regular good quality teaching, better atmosphere and facilities, regular homework and proper seating arrangement for children.

From both categories of schools the parents are not very keen to change the school of their child. But in the case of Parishad schools this is more reflective of their poor economic condition because over 50 per cent of these parents claim that they will certainly change the school of their children in case their economic condition improves. However, whether it is Parishad or other schools the children do face some problems. The problem related to shortage of class rooms, problem of drinking water and toilet facility as well as shortage of play ground and playing material is common in both categories of schools. The problem only with Parishad schools is shortage of teachers while the problem found only in some private schools is the very poor condition of the school building.

Judging from what has been said so far it is clear that the Parishad schools do have some problems which are related to teaching, teachers, regularity of students and some administrative problems. All these are affecting their social acceptability and a higher proportion of children enrolled in them come from relatively poorer families with lower levels of literacy. As a result the parents, whether they represent Parishad schools or other schools, have given similar suggestions for making an improvement in the social acceptability of Parishad schools. These are already indicated in Table 4.15.

Table 4.15: Comparison of Parishad and other schools based on information provided by parents

S. No.	Points of Comparison	Parishad Schools		Other Schools	
		Faizabad	Agra	Faizabad	Agra
1.	Educational level of Parents				
	(a) Father - illiterate				
	Literate	24.4	11.7	11.2	6.25
	Graduate & Above	9.2	17.5	5.2	10.25
		6.0	5.5	25.2	11.00
	(b) Mother - illiterate				
	Literate	54.8	55.5	13.2	23.0
	Graduate & Above	17.6	22.3	38.4	36.75
		0.8	0.5	8.8	2.50
2.	Main Occupational Categories:				
	(a) Cultivator + Agricultural Labourers	46.4	45.0	43.6	41.75
	(b) Non-Agricultural Labourers	1404	31.1	5.6	15.00
	(c) Service	9.2	10.3	22.0	23.50
3.	% of House holds with income below Rs.15,000 p.a.	35.6	39.5	12.8	14.5
4.	Average Household income (Rs. p.a.)	20,000	19,500	33,000	31,700
5.	Avg. No. of children per Household	4.38	4.61	3.66	4.30
6.	Avg. No. of children in school	2.11	2.11	1.77	1.89
7.	% of schools within village	46.8	49.75	24.4	47.0
8.	No. of non-enrolled children				
	Boys	8	10	5	3
	Girls	14	18	5	7
9.	Causes for non-enrolment	Economic problem, child not interested in studies, child engaged in household activities			
10.	Causes for drop-outs (Nos.)				
	Boys	7	10	1	1
	Girls	5	10	2	5
11.	Causes behind drop-outs	Economic Problem and Child not interested in Studies			
12.	Percentage of Household with high attendance of children	64.4	63.0	86.4	84.0
13.	Reasons for irregular attendance (% of holds)				
	(a) working in Agr. Activities	60.7	41.2	69.0	71.0
	(b) Engaged in non-agr. Activities	39.3	58.8	31.0	29.0

Table 4.15 (contd...)

14.	% of parents reporting regularity of teachers	80.0	74.0	85.0	84.0
15.	Atmosphere of school (% response)				
	Good	43.6	37.5	58.8	49.5
	Poor	10.0	9.5	2.4	7.8
16.	Average annual expenditure per child on education (Rs.)	160	127	1099	1014
17.	Level of satisfaction of parents with quality of education (%)	49	47	67	78
18.	Reasons for non-satisfaction	a) Teacher not regular & negligent b) Teaching not proper c) Shortage of teacher		a) shortage of trained teachers b) child not taught properly c) quality of education poor	
19.	Regularity of parent teacher meeting (%)	20	15	56	65
20.	Regularity of parents in the parent teacher meeting (%)	40	26	36	44
21.	Parents visiting school on other occasions (%)	32	31	57	36
22.	Advantages enjoyed by the school	a) free education b) other incentives c) trained teachers		a) Regular teaching b) Better atmosphere & facilities c) Good quality education d) Regular homework e) Proper seating arrangement	
23.	Percentage of parents not interested in changing school	75	70	82	82
24.	Percentage of parents who will change school if their economic condition improves	53	51	-	-
25.	Types of problems children face in school	a) shortage of class rooms b) shortage of teachers c) problem of toilet/ drinking water d) shortage of playground/ play material		a) shortage of class rooms b) poor condition of school building c) problems of toilet/ drinking water d) shortage of play ground/play material	
26.	Steps for improving social acceptability of Parishad schools.				
	a) Regular and good quality teaching	✓	✓	✓	✓
	b) Proper teacher pupil ratio	✓	✓	✓	✓
	c) Regularity of teachers	✓	✓	✓	✓
	d) Regular homework	✓	✓	✓	✓
	e) Proper discipline in school	✓	✓	✓	✓
	f) Appoint only non-local teachers	✓	✓	✓	✓
	g) No. of extra workload on teachers except teaching	✓	✓	✓	✓
	h) Regular visit to school by ABSA and co-ordinators of BRC/NPRC.	✓	✓	✓	✓

Not only did we enquire about the Parishad and other schools from the parents whose children were enrolled in these two types of schools but we also contacted some influential persons from the villages in order to have their perception as well about the state of primary education and the role which these schools are playing. We therefore, selected 5 such influential persons from each block for the purpose of survey. Information was collected with the help of a schedule. A total of four tables have been formulated with the help of information supplied by them. We shall now take up these tables individually.

Table 4.16 gives the general background of these individuals. As can be seen from the table we made an effort to see to it that all caste groups are included in our sample from both districts. As far as their status is concerned, these individuals are either the Pradhan of the village, members of the village education committee, retired officials residing in the block or others such as retired teachers etc. A majority of them are males. The females in our sample were 12 per cent in Faizabad and 17.5 per cent in Agra.

Table 4.16 : General Background of Influential Persons

BLOCK	CASTE				STATUS					SEX	
	General Caste	OBC	SC/ST	Minority	Pra-dhan	VEC Member	Retired Officer	Member of NGO	Others	Male	Female
Rudauli	3	1	-	1	1	-	2	-	2	5	-
Mawai	1	1	1	2	3	2	-	-	-	4	1
Maya Bazar	2	3	-	-	1	2	1	1	-	4	1
Masaudha	2	1	1	1	1	1	1	1	1	5	--
Bikapur	2	--	3	--	3	1	1	--	--	4	1
Faizabad	10 (40.0)	6 (24.0)	5 (20.0)	4 (16.0)	9 (36.0)	6 (24.0)	5 (20.0)	2 (8.0)	3 (12.0)	22 (88.0)	3 (12.0)
Akola	-	4	1	-	1	-	3	-	1	5	-
Barauli Ahir	1	4	--	-	3	1	1	-	--	4	1
Bichpuri	2	-	3	-	2	1	1	-	1	4	1
Shamsabad	3	1	1	-	3	1	1	-	-	4	1
Bah	2	2	-	1	--	3	1	-	1	4	1
Pinahat	2	1	2	-	1	3	1	-	-	4	1
Ahtamadpur	3	-	2	-	1	2	1	-	1	4	1
Fatehpur Sikri	2	2	1	-	2	2	-	-	1	4	1
AGRA	15 (37.5)	14 (35.0)	10 (25.0)	1 (2.5)	13 (32.5)	13 (32.5)	9 (22.5)	-	5 (12.5)	33 (82.5)	7 (17.5)

Others - Faizabad - Retired teacher, Press reporter and Local leader.

Agra - Ex Pradhan, Local leader.

Table 4.17 shows their association, if any, with primary education in their area and their views regarding primary education. In the case of Faizabad 68 per cent of our influential persons were in some way or the other presently associated with primary education. In Agra too the percentage was similar (70 per cent). Their association was in the capacity of a member of the VEC or as an old teacher. In the views of these individual around 68 per cent in Faizabad and 70 per cent in Agra feel that over the last 5-10 years there has been qualitative improvements in primary education. The main factors behind this improvement have been a steady increase in the number of primary schools, improvement in the course curriculum and the various incentives by the state government. These are the three most important aspects pointed out by the influential persons of both the districts. There are other factors as well like increase in the number of teachers, regular teaching, increase in enrolment and infrastructure etc. but the response on these aspects is relatively less. Among those who feel that there has been no improvement, the main shortcomings pointed out by them is shortage of teachers, poor quality of teaching, lack of discipline etc. On this aspect there are variations among the two districts. Faizabad feels lack of teachers and inappropriate curriculum are the factors while in Agra the points highlighted besides lack of teachers is poor quality of teaching, lack of discipline and that the incentives are being offered merely to ensure high enrolment rates.

Table 4.17 : Association and views about Primary Education

Block	Are you presently associated in any way with primary education		If yes, how				
	Yes	No	Member VEC	Old Teacher	Associated Earlier	Never	Pradhan
Rudauli	2	3	1	2	-	1	1
Mawai	5	-	2	-	-	-	3
Maya Bazar	3	2	2	1	1	-	1
Masaudha	3	2	1 + 1	-	-	2	1
Bikapur	4	1	1	-	-	1	3
Faizabad	17 (68.0)	8 (25.0)	8 (32.0)	3 (12.0)	1 (4.0)	4 (16.0)	9 (36.0)
Akola	2	3	1	-	3	-	1
Barauli Ahir	4	1	1	-	1	-	3
Bichpuri	3	2	1	-	3	-	1
Shamsabad	4	1	1	-	1	-	3
Bah	3	2	3	-	1	1	-
Pinahat	5	-	4	-	-	-	1
Ahtamadpur	3	2	2	-	2	-	1
Fatehpur Sikri	4	1	1	--	--	1	3
Agra	28 (70.0)	12 (30.0)	14 (35.0)	-	11 (27.5)	2 (5.0)	13 (32.5)

Table 4.17 Contd..

Block	Has quality of education improved over past 5-10 years		If yes, How						
	Yes	No	More teacher	More schools	Better curriculum	Incentive by govt.	Better quality teacher	Regular teaching	Other*
Rudauli	3	2	-	3	3	3	1	3	-
Mawai	4	1	2	3	1	4	-	-	1
Maya Bazar	3	2	-	3	3	3	1	2	1
Masaudha	3	2	-	3	3	3	2	1	-
Bikapur	4	1	-	4	4	4	4	1	-
Faizabad	17 (68.0)	8 (32.0)	2 (8.00)	16 (64.0)	14 (56.0)	17 (68.0)	8 (32.0)	7 (28.0)	2 (8.0)
Akola	3	2	1	2	3	3	1	2	1
Barauli Ahir	3	2	-	3	3	3	1	1	1
Bichpuri	5	-	-	5	5	5	1	4	1
Shamsabad	3	2	1	3	3	3	1	2	2
Bah	3	2	-	3	3	3	--	2	--
Pinahat	4	1	--	3	3	4	1	2	1
Ahtamadpur	5	--	1	4	5	5	2	2	2
Fatehpur Sikri	2	3	-	1	2	2	2	-	-
Agra	28 (70.00)	12 (30.00)	3 (7.5)	24 (60.0)	27 (67.5)	28 (70.0)	9 (22.5)	15 (37.5)	8 (25.0)

Table 4.17 Contd..

Block	If no, what are the short comings								No control over teacher
	Old teaching method	Lack of teacher	Teacher engaged in other works	curriculum not good	Lack of discipline	Children enrolled only for incentives	Bad quality of teaching	Lack of infra-structure	
Rudauli	1	1	1	-	-	-	-	-	-
Mawai	1	1	-	-	-	-	-	-	-
Maya Bazar	-	2	-	1	-	-	-	-	-
Masaudha	-	2	-	1	1	-	-	-	-
Bikapur	-	1	-	1	-	-	1	-	-
Faizabad	2	7	1	3	1	-	1	-	-
Akola	-	1	1	-	1	-	2	-	-
Barauli Ahir	-	1	-	-	-	--	1	-	-
Bichpuri	-	-	-	-	-	1	-	-	-
Shamsabad	-	1	-	-	1	--	1	-	-
Bah	1-	1	-	-	1	1	1	1	1
Pinahat	-	1	-	-	-	-	1	-	-
Ahtamadpur	-	--	-	-	--	1	--	--	-
Fatehpur Sikri	--	3	--	--	1	---	2	1	--
Agra	1	8	1	-	4	3	8	2	1

* 1 – Increase Enrolment infrastructure facilities.

Coming to the perception of influential person (Table 4.18) only around 36 and 40 percent from our sample in Faizabad and Agra feel that the quality of teaching is very good in Parishad schools. In Faizabad 16 percent feel that the quality is poor. In Agra this view is shared by 32.5 percent of the respondents. The most important factor behind this is the lack of teachers as indicated by 68 percent respondents in Faizabad. The next factor is irregular teaching (50 percent response) and is followed by lack of infrastructure (37.5 percent response). Other factors are less important. In Agra the most important factor is irregular teaching (54 percent response) followed by shortage of teachers (50 percent response). The other aspects, although less important are that the teachers are engaged in work other than teaching and lack of infrastructure.

Table 4.18 : Perception of Influential Person about Parishad & Private Schools

Block	How good is teaching in the Parishad Schools			If average or poor reasons						
	Very Good	Average	Poor	Lack of Infra-structure	Lack of Qualitative Education	Irregular teaching	Lack of teachers	Teachers engaged in other govt. work	Lack of Discipline	No regular Inspection
Rudauli	3	-	2	-	-	1	1	1	-	-
Mawai	-	4	1	3	2	2	3	-	-	-
Maya Bazar	3	2	-	1	-	1	2	-	-	1
Masaudha	2	2	1	-	1	2	2	-	1	-
Bikapur	1	4	-	2	1	2	3	2	-	-
Faizabad	9 (36.0)	12 (48.0)	4 (16.0)	6 (37.5)	4 (25.0)	8 (50.0)	11 (68.8)	3 (18.8)	1 (6.3)	1 (6.3)
Akola	2	2	1	2	1	2	-	-	-	-
Barauli Ahir	2	1	2	-	-	1	2	3	-	1
Bichpuri	4	1	-	-	-	-	1	1	-	1
Shamsabad	3	-	2	-	-	2	-	-	1	-
Bah	-	2	3	-	2	3	3	1	-	-
Pinahat	3	1	1	1	-	-	2	1	-	-
Ahtamadpur	1	4	-	1	1	2	2	1	-	-
Fatehpur Sikri	1	-	4	1	2	3	2	-	-	-
AGRA	16 (40.0)	11 (27.5)	13 (32.5)	5 (20.8)	6 (25.0)	13 (54.2)	12 (50.0)	7 (29.2)	2 (8.3)	2 (8.3)

Table 4.18 Contd..

Block	Factors influencing the growth of Private Schools in your area									
	Poor Quality Education in Parishad Schools	Better Education in Private Schools	Better Discipline of Private Schools	Over all attraction of Private Schools	Lack of teachers in Parishad Schools	Homework in Private School	English a subject in Private School	More teacher in Private School	More facilities in Private School	Unemployment
Rudauli	1	3	2	1	2	-	-	1	-	-
Mawai	4	3	4	2	-	-	1	2	-	-
Maya Bazar	1	4	5	1	-	1	1	-	-	-
Masaudha	3	5	5	-	-	-	1	-	2	-
Bikapur	3	2	3	1	-	-	1	3	1	-
Faizabad	12 (48.)	17 (68.0)	19 (76.0)	5 (20.0)	2 (8.0)	1 (4.0)	4 (16.0)	6 (24.0)	3 (12.0)	-
Akola	1	5	5	1	-	-	1	-	2	-
Barauli Ahir	3	3	4	-	-	-	1	2	1	-
Bichpuri	1	3	5	1	1	-	1	2	2	-
Shamsabad	2	3	3	1	1	-	1	-	-	1
Bah	4	5	5	1	-	-	1	1	1	-
Pinahat	2	3	4	1	1	-	-	-	-	2
Ahtamadpur	-	3	3	1	1	-	1	--	2	--
Fatehpur Sikri	2	5	5	2	2	-	-	-	-	-
AGRA	15 (37.5)	30 (75.0)	34 (85.0)	8 (20.0)	6 (15.0)	-	6 (15.0)	5 (12.5)	8 (20.0)	3 (7.5)

In the opinion of these influential persons there are various factors which have influenced the growth of private schools. The most important in both Faizabad (76 percent response) and Agra (85 percent response) is the better discipline maintained by these schools. The next in importance is the better quality of education as indicated by 68 and 75 percent respondents of Faizabad and Agra respectively. In the views of around 48 and 38 percent influential person of Faizabad and Agra the schools have become popular by the virtue of fact that the quality of education in Parishad schools is poor. Various other factors are also indicated but the response on those aspects have come from few influential persons only (Table 4.18).

The state government has been offering various incentives, such as free education, free books, free rations to all as well as scholar ship to selected categories of children and yet those schools are not proving to be as attractive as the private schools. The reason for this and their views about social acceptability etc. are shown in Table 4.19. The influential persons are of the view that despite various incentives the private schools are proving to be more attractive by virtue of their better facilities, regular and better quality of education, a favourable teacher pupil ratio, and the stress on proper discipline. These aspects have been highlighted in both our selected districts. In the case of Faizabad around 48 percent influential persons hold the view that the social acceptability of Parishad schools has increased over the past ten years. Another 28 percent feel it has decreased while the rest (24 percent) feel that there has been no change. The decline or in social acceptability is the result of lack of quality education, irregular teaching and adverse teacher pupil ratio. In Agra the situation is worse because only 27.5 per cent the influential persons feel that social acceptability of Parishad schools has gone up and 42.5 per cent feel it has actually gone down. Reasons for this situation is poor quality education, adverse teacher-pupil ratio, shortage of classroom and irregular teaching in Parishad schools (table 4.19).

Table 4.19 : Reasons for lack of attraction towards Parishad Schools

Block	Despite incentives like no fees etc. why parents sending their children to private schools								Social acceptability of Parishad Schools increase over the past ten years			Are these the views of others also in general		Factors affecting social acceptability negatively				
	Better infrastructure facility	Better teacher Student Ratio	Qualitative Education	Regular teaching	Good Discipline	Attraction of Private School	Home work given in Pvt. School	teachers engaged in politics and other	Yes	No	No change	Yes	No	Lack of Qualitative Education	Pupil teacher ratio	Lack of Rooms	Irregular teaching	Others*
Rudauli	3	4	2	1	-	-	-	1	3	2	-	5	-	1	1	-	-	-
Mawai	2	2	3	3	2	1	1	2	2	2	1	5	-	1	1	-	1	-
Maya Bazar	-	1	-	3	1	3	-	3	2	-	3	4	1*	-	-	-	-	-
Masaudha	3	3	2	-	1	3	1	3	3	1	1	4	1*	-	1	-	-	-
Bikapur	3	4	1	1	2	-	-	2	2	2	1	5	-	-	-	-	1	1
Faizabad	11 (44.0)	14 (56.0)	8 (32.0)	8 (32.0)	6 (24.0)	7 (28.0)	2 (8.0)	11 (44.0)	12 (48.0)	7 (28.0)	6 (24.0)	23 (92.0)	2 (8.0)	2	3	-	2	1
Akola	2	1	2	1	-	1	-	1	1	3	1	5	-	3	1	1	-	-
Barauli Ahir	3	3	1	1	1	2	-	1	1	3	1	5	-	1	1	2	1	-
Bichpuri	4	1	1	-	2	1	-	2	2	2	1	4	1*	1	1	1	--	-
Shamsabad	2	2	2	4	2	1	1	-	1	2	2	5	-	1	-	-	-	1
Bah	1	1	4	2	3	1	-	1	1	4	-	4	1*	2	1	-	2	-
Pinahat	1	1	3	1	-	4	-	-	2	1	2	5	-	1	1	1	-	-
Ahtamadpur	1	1	3	2	1	-	1	-	2	-	3	5	-	-	-	-	-	-
Fatehpur Sikri	1	1	3	2	1	1	1	-	1	2	2	4	1*	1	-	-	-	1
Agra	15 (37.5)	11 (27.5)	19 (47.5)	13 (32.5)	10 (25.0)	11 (27.5)	3 (7.5)	5 (12.5)	11 (27.5)	17 (42.5)	12 (30.0)	37 (92.5)	3 (7.5)	10	5	5	3	2

* 1. Children only from poor strata

2. Parishad school enrolment mainly for nation & books

Finally we come to the suggestion offered by these influential persons for improving social acceptability of Parishad schools. Please refer to Table 4.20. These have been divided into four groups. These relate to teaching, infrastructure, better administration and others. Suggestions related to teaching lay stress on regular and good quality education. On the infrastructure front the need of additional class rooms and better seating facilities have been emphasized. The administrative aspect mainly focuses on a strict supervision on teachers to ensure that they come regularly and teach regularly and on improving the teacher pupil ratio. Some of the other suggestions are that teachers should not be given any extra work load accept teaching and if proper teaching is to be conducted then posting of teachers in a Parishad school must be based

on the policy that only non local teachers will be posted in any school. Once again all these views are common in both districts. (Table 4.20).

Table 4.20 : Suggestions for Improving Social Acceptability of Parishad Schools

Block	Related to Teaching					Infrastructure Related			Better Administration					Other		
	Qualitative Education	Regular Teaching	English Medium	Periodwise teaching	Single Curriculum in all Schools	Better Infra-structure	Additional Class Rooms	Furniture in Place of Tat-Patti	Better Discipline	Evaluation of each School	Supervision of teacher	No political intervention	Improved pupil teacher ratio	No local teacher	No extra work load on teacher	Regularity in Parent teacher meeting
Rudauli	-	1	1	-	-	-	5	2	-	-	2	-	5	-	1	-
Mawai	3	1	-	-	2	1	-	-	-	1	-	-	3	-	3	2
Maya Bazar		1	-	-	-	2	1	-	-	1	3	1	2	2	2	1
Masaudha	-	2	2	2	1	1	3	-	1	1	4	1	4	2	1	-
Bikapur	2	2	1	1	-	1	2	1	1	1	-	-	4	1	-	-
FAIZABAD	7 (28.0)	7 (28.0)	4 (16.0)	3 (12.0)	3 (12.0)	5 (20.0)	11 (44.0)	3 (12.0)	2 (8.0)	4 (16.0)	9 (36.0)	2 (8.0)	18 (72.0)	5 (20.0)	7 (28.0)	3 (12.0)
Akola	4	3	3	1	1	-	2	2	-	-	2	-	3	2	1	-
Barauli Ahir	1	2	2	1	-	1	-	3	-	1	-	-	5	1	2	-
Bichpuri	2	5	2	-	-	1	1	3	1	-	2	-	4	-	-	1
Shamsabad	4	2	2	1	1	-	1	2	-	-	--	-	3	-	1	1
Bah	3	3	1	-	-	-	1	-	1	2	1	-	1	-	1	-
Pinahat	1	2	--	--	1	--	1	1	--	1	1	--	5	--	1	--
Ahtamadpur	1	1	1	--	-	1	1	--	1	--	--	1	3	1	2	--
Fatehpur Sikri	5	3	1	--	--	--	1	--	1	--	1	2	1	--	1	--
AGRA	21 (52.5)	21 (52.50)	12 (30.0)	3 (7.5)	3 (7.5)	3 (7.5)	9 (22.5)	18 (32.5)	3 (7.5)	3 (7.5)	7 (17.5)	2 (5.0)	27 (67.5)	6 (15.0)	9 (22.5)	2 (5.0)

We may therefore conclude that whether we take the views of the parents or those of the influential persons, they have expressed deep concern over the quality of education which Parishad schools are providing. This is partly because the strength of teachers may not be sufficient in some schools or may be in excess in those schools with a favourable location so that maximum number of teachers wants to get posted in them and for this exercise their political pulls. The teachers who are local have their own interest as well as political connections and so they are irregular and, as a result, teaching also is irregular. Thus these are the issues which have to be addressed by the Basic Shiksha Parishad if the condition of Parishad schools is to improve and if their social acceptability is to be increased.

CHAPTER 5

MAIN FINDINGS AND POLICY RECOMMENDATIONS

5.1 INTRODUCTION

The government has been making every effort at trying to ensure that all children in the age group 6-11 years are enrolled in primary schools and that they also remain for a period of five years so that every child once enrolled completes education at least upto the primary level. Not only is the effort to make primary education easily accessible to all the parts of the state but to also bring about qualitative improvements in education.

Despite such an increase in the number of schools established by the state government, there has been a considerable increase in privately run educational institutions in the state. Initially these schools were found primarily in urban areas but of late they are being located in the rural areas as well and their number keeps increasing every year. Some of them are government aided while some are recognized by the government. At the same time there are many which are functioning even without proper recognition. While the government schools have all sorts of facilities, including trained teachers and various incentives such as free education and incentives such as free books, free ration and scholarships, the privately run schools generally do not even have well trained teachers. Thus, given the way things are one would expect the government or Parishad schools to be more popular but the growing number of these privately run schools is a pointer in another direction. There is, therefore, need to

verify the extent to which Parishad Schools have been able to achieve social acceptability in society.

We will now highlight the findings of our study on the basis of the four main chapters in which the entire data collected either through primary or secondary sources have been analyzed.

5.2 PROFILE OF PRIMARY EDUCATION OF FAIZABAD AND AGRA

Details	Faizabad	Agra	Total
(a) Number of Parishad Primary Schools (2002)	1324	1599	88927
(b) Enrolment Total (2002)	254729	287738	12901510
Boys	136035	179571	8299911
Girls	118694	108167	4601599
(c) Total Number of Teachers (2002)	3953	6587	293666
Male Teachers	3112	4486	223337
Female Teachers	841	2101	70329

Source : Shiksha Ki Pragati, Directorate of Education, U.P., Lucknow.

During 2001 the details of other schools in our selected districts were as follows:

Details	Faizabad	Agra
Government Aided Schools	Nil	17
Registered Schools	284	1087
Unregistered Schools	258 (Rough Estimate)	257 (DPEP Estimates)
Children Enrolled at the Primary Level in Other Schools (2002)	97136	180039

Source : BSA Office, Faizabad and Agra.

We will now indicate the main findings of Chapters 2 to 4 in which we have analyzed information collected by us on Parishad Schools, Other Schools, Parents of students in both categories of schools and influential persons.

5.3 MAIN HIGHLIGHTS OF THE PARISHAD SCHOOLS

Details	FAIZABAD	AGRA
1. General Features of the School		
A. (a) Age of the School	Mainly over 20 years old	Mainly Over 20 years old
(b) Syllabus adopted	UP Board	UP Board
(c) Distance of the School	Within the Village	Within the Village
(d) Condition of School Building	Pucca	Pucca but a few in poor condition
(e) Average Number of Classrooms per School	3	3
B. % of Schools with:		
(a) Drinking Water Facility	96	95
(b) Toilet Facility	68	82
(c) Play Ground	68	68
(d) Playing Material	68	55
(e) Black Boards	100	100
(f) Tat Pattis	92	100
(g) Boundary Wall	28	47
2. Details About Teachers		
(a) Average Number of Teachers per School	3	4
(b) Trained Teachers (%)	99	97
(c) Average Salary of:		
(i) Headmaster (Rs. p.m.)	8500	8500
(ii) Teacher (Rs. p.m.)	6750	6750
(d) Teacher-Pupil Ratio	93	70
3. Details About Students		
(a) Average Strength per School (Nos.)	278	280
(b) Average Enrolment in Class I	82	86
(c) Average Enrolment in Class V	38	32
(d) Percentage Share of General Caste	11	11
Percentage Share of SC/ST	37	48
Percentage Share of OBC	35	33
Percentage Share of Minority	17	8
(e) Percentage of Children mainly from Poor Families	60	60
(f) Percentage of Children from Poor and Middle Class Families combined	40	40
(g) Percentage of Schools with High Attendance	44	18

Highlights of Parishad Schools (Contd....)

Details	FAIZABAD	AGRA
(h) Fees Charged (Common all over the state)		
Development Charges	Re.1 per child (SC/ST children exempted)	
Games Fee	Re.0.20 per child	
Average Expenditure per annum per child	Rs.14.00 (not for SC/ST)	
4. Special Attractions of Parishad Schools (Common all over the state)		
(a) Uniform not compulsory		
(b) Monthly ration to all children (3 kgs. each)		
(c) Free books to all children		
(d) Scholarship to – (i) All SC/ST Children (ii) 6 OBC children per school (iii) All needy minority children		
(e) Availability of Maths & Science Kits		
(f) Availability of Teaching and Learning Material		
(g) Provision of in-service training to teachers		
(h) Provision of Shiksha Mitra to Compensate for shortage of regular teachers		
5. Number of Children Leaving Parishad Schools to Join Other Schools	225	766
Reasons for Leaving School	1. Lack of Teachers and Other facilities 2. Irregular and Poor quality teaching	1. Irregular and Poor quality teaching. 2. Attraction of Other Schools
6. Number of Children Leaving other Schools to Join Parishad Schools	170	436
Reasons for Joining Parishad Schools	Economic Reasons	Economic Reasons
Steps being taken by Parishad Schools for Good Quality Education	Efforts to regularize classes, attendance of children and teachers, regular VEC meetings and Regular visits of ABSA and Coordinators of BRC and NPRC.	
Steps being taken to increase enrolment and reduce drop-outs	Through persuading parents, with the help of VEC and through the Bal Gadna Register	
Reasons for Popularity of Parishad Schools	Better trained teachers, free education, various incentives.	

From what has been highlighted so far in context of the Parishad Schools the areas of concern are that despite having highly trained teachers their numbers is not adequate. Moreover, in the better located schools there are generally more teachers than actual requirement and in some remote schools their number may be smaller than the desired number. These teachers are also not very regular. Another cause of concern is that although enrolment in Class I is high in both Faizabad (82 students) as

well as Agra (86 students), but as we move up towards class V the strength of students keep declining. It was 38 in Faizabad and 32 in Agra. It is alleged that many children take up admission in Class I only for the incentives like free ration. Yet another drawback is that 60 per cent of children taking enrolment in Parishad schools are from poor households. Although the Parishad schools have various special features but some of them may not be found in practice. For example, although all Parishad Schools are supposed to be having maths and science kits, there are a number of schools which do not have any. In Faizabad 48 per cent schools did not have them. While in Agra 25 per cent schools did not have any kit. Moreover even if a school does have them, the teachers in some schools are not making use of them while teaching.

The Parishad Schools are unable to ensure regular attendance from the students either. The situation is quite bad in Agra where high attendance is reported in only 18 per cent schools.

The lack of teachers and other facilities along with irregular and poor quality education is having an adverse effect on the social acceptability of Parishad Schools. This is evident from the fact that children are leaving Parishad schools to join other schools. During 2002 the number of such children stood at 225 in Faizabad and was as high as 766 in the case of Agra. However, it is seen that children are even leaving the other schools to join the Parishad schools. In our sample 170 children switched over from other to Parishad schools in Faizabad and 436 in the eight blocks of Agra. However, there is a basic difference here since children have come over to Parishad schools because of economic problems and not because these schools offer good quality

education. Moreover their number is relatively smaller than those leaving Parishad school.

Although the Parishad schools claim that they are making efforts to improve the quality of education, they have yet to achieve this objective. For this they have institutions like DIET, BRC and NPRC whose main function is to provide academic support to the schools. However, one finds a high level of enrolment in Parishad schools and no declining trend is visible. But the fact remains that the reasons for high enrolment is mainly because of free education and other incentives and so the children who are attracted to them mainly belong to the relatively poor households.

5.4 HIGHLIGHTS OF OTHER SCHOOLS

Details	FAIZABAD	AGRA
1. General Features		
(a) Age of the School	Mainly over 20 years old	Mainly Over 20 years old
(b) % of Schools not adopting UP Board	12	3
(c) % of Schools within 1 km from the Village	92	98
(d) Condition of School Building	68% Pucca	88% Pucca
(e) % of Schools with own building	84	98
(f) % of Schools having over 5 Classrooms	72	77
(g) % of Schools having:		
(i) Drinking Water Facility	96	90
(ii) Toilet Facility	68	70
(iii) Play Ground	92	83
(iv) Electricity	56	60
(v) Chairs & Benches for Children	64	45
(vi) Only Tat-Pattis for seating	36	43
(vii) Black Boards	92	95
(viii) Playing Material	92	70
(ix) Boundary Wall	56	75

Highlights of Other Schools (Contd....)

Details	FAIZABAD	AGRA
2. Details About Teachers		
(a) Average Number of Teachers per School	6	5
(b) Trained Teachers (%)	15	23
(c) Average Salary of:		
(i) Headmaster (Rs. p.m.)	1200	1450
(ii) Teacher (Rs. p.m.)	1000	1000
(d) Teacher-Pupil Ratio	38	49
3. Details About Students		
(a) Average Strength of the School (Nos.)	228	245
(b) Average Enrolment in Class I	55	75
(c) Average Enrolment in Class V	47	38
(d) % Enrolment Caste-wise - General Caste	24	29
SC/ST	13	29
OBC	46	34
Minority	18	8
(e) Percentage of Children from Poor and Middle Class Families	100	100
(f) % of Schools with high attendance of children	100	80
(g) Average Annual Fees per Child (Rs.)		
Class I	481	443
Class V	510	467
4. Special Attractions of Other Schools		
(a) Compulsory Uniform	84% schools	98% Schools
(b) Scholarship to Target Groups	Yes	Yes
(c) Provision of English	Yes	Yes
(d) Regular Teaching	Yes	Yes
5. Details of Children Changing School		
(a) Number of Children Leaving School to Join Parishad Schools in 2002	18	305
(b) Reasons for Leaving other School	1. Economic Problem 2. Free Education	1. Economic Problem 2. Free Education
(c) Number of Children Coming Over from Parishad Schools in 2002	169	551
(d) Reasons for Leaving Parishad Schools	1. Better Education 2. Better Discipline	1. Better Education 2. Better Discipline
6. Steps being taken by Other Schools to Improve Quality of Education	1. Regularity of Classes 2. Regularity of Teachers 3. Regular Attendance 4. Regular Parent-Teacher Meetings	

Highlights of Other Schools (Contd....)

7. Ways being adopted to increase enrolment and reduce drop-outs	1. Through Public Contact 2. By Persuading Parents
8. Reasons Behind Popularity of these Schools	1. Quality Education 2. Regular Classes and Homework 3. Better Teacher Pupil Ratio 4. Emphasis on Discipline

From the highlights presented about these schools it is very clear that as compared to Parishad Schools they are not old established schools. This is understandable since the introduction of private schools in rural areas is a recent phenomenon. While all the Parishad schools have adopted U.P. Board, a few of these schools have gone in for syllabus prescribed by ICSC or CBSE Boards but their number is not much. They are found within a kilometre from the villages. However, while all the Parishad schools had pucca buildings the same is not true about other schools. In fact there were only 68 per cent schools of Faizabad with a pucca building. The situation was slightly better in Agra (88 per cent pucca schools). It is, therefore, obvious that the rest were semi-pucca and the conditions of these schools were not very satisfactory. However, in both the districts over 75 per cent of the schools had over 5 classrooms. There was not much difference between these schools and the Parishad Schools as far as the availability of drinking water and toilets is concerned. But with respect to facilities such as playground and playing material, seating facilities for children, boundary wall and electrification the other schools of both districts were better placed than the Parishad schools. However, in some of these schools there are not enough blackboards and the portable blackboards which they have keep rotating among classes on a need based basis.

The other schools have an advantage over Parishad Schools because they have on an average more teachers. However, the major drawback is that a very high percentage of these teachers are untrained. In Faizabad and Agra percentage of trained teachers is only 15 and 23 respectively. Not only are they untrained but are employed on rather low salaries. The average salary of the headmaster is around Rs.1200 and Rs.1450 per month in Faizabad and Agra while the teachers on an average get Rs.1000 in both districts. Since the average strength of students is slightly less in these schools and average strength of teachers relatively more, the non-Parishad schools enjoy a favourable teacher pupil ratio – 38 in Faizabad and 49 in Agra.

Even in the private schools there are more children enrolled in Class I but the number declines by Class V. However, this variation is less as compared to Parishad schools. Moreover, a much higher proportion of children enrolled in them are from the general caste category. The private schools are much more strict in ensuring regular attendance and so the percentage of schools with high attendance is as high as 100 and 80 in Faizabad and Agra respectively.

In the private schools the cost of education is much higher being around Rs.500 per annum per child in Faizabad and around Rs.450 in Agra. There are some variations between Class I and Class V. Thus, it goes without saying that only the households who can afford are sending their children to these schools. Despite the high fees parents are sending their children to these schools because of its attractions such as compulsory uniform, regular teaching and English as a subject.

In the case of Faizabad only 18 students left the private school to join a Parishad school while this number was 305 in Agra. The main factor responsible for the change

of school was economic compulsion. The parents found it difficult to spend on the education of the child on a sustained basis and the cheaper option of the Parishad schools was the easy one. However, as many as 169 and 551 children respectively from Faizabad and Agra came over to these schools from the Parishad Schools of the area because the private schools are providing better education on a regular basis and maintaining proper discipline.

Among the steps which these schools have been taking to ensure good quality education are regularity of attendance of both teachers and children, regularity of teaching and regular holding of parent teacher meetings. Similarly they are making efforts to increase enrolment and prevent drop-outs through public contact and by persuading the parents. And finally, the main reasons which contribute towards the popularity of the private schools are quality education, regular classes and homework, better teacher pupil ratio and the emphasis on discipline.

To conclude, therefore, we may say that there are some areas where these schools have been showing a better performance than the Parishad schools and so have been attracting children to them. However, even these schools are not without any drawbacks.

5.5 VIEWS OF THE PARENTS ABOUT PARISHAD AND OTHER SCHOOLS

The striking difference between parents of children in Parishad and other schools is their levels of educational attainment and the level of their household incomes. The parents with children in Parishad schools are far less educated. This variation is much

more if we look at the educational qualifications of the mothers. Similarly the households with children enrolled in Parishad schools have a much lower annual income level as compared to those households whose children are in other schools. This fact and other aspects can be seen from the comparative presentation given below about the two categories of parents.

Comparative Picture of the Parents

Points of Comparison	Parents from Parishad Schools		Parents from Other Schools	
	FAIZABAD	AGRA	FAIZABAD	AGRA
1. Percentage of:				
(a) Illiterate Fathers	24.4	11.7	11.2	6.2
(b) Graduate Fathers	6.0	5.5	25.2	11.0
(c) Illiterate Mothers	54.8	55.5	13.2	23.0
(d) Graduate Mothers	0.8	0.5	8.8	2.5
2. Main Occupation (%):				
(a) Cultivation	46.4	45.0	43.6	41.7
(b) Non-Agricultural Labourers	14.4	3.1	5.6	15.0
(c) Service	9.2	10.3	22.0	23.5
3. Average Household Income p.a. (Rs.)	20,000	19,500	33,000	31,500
4. Percentage of Parents Reporting				
(a) High Attendance of Children	64	63	86	84
(b) Regularity of Teachers	80	74	85	84
(c) Good atmosphere in School	43	38	59	50
(d) Satisfaction with Quality of Education	49	47	67	68
(e) Regularity of Parents-Teacher Meetings	20	15	56	65
(f) Regularity with which they attend PTM	40	26	36	44
5. Average Annual Expenditure on Education of One Child (Rs.)	160	125	1100	1000
6. Parents willing to change school if economic condition improves (%)	53	51	--	--
7. Advantages enjoyed by the school	1. Free Education 2. Other Incentives 3. Trained Teachers		1. Regular Teaching 2. Quality Education 3. Regular Homework 4. Good Atmosphere & Facilities 5. Proper Seating Arrangements	
8. Problems which the Children Face in School	1. Shortage of Classroom 2. Shortage of Teachers 3. Toilet/Drinking Water 4. Playground/Playing Material		1. Shortage of Classroom 2. Condition of School Building 3. Toilet/Drinking Water 4. Play Ground/Playing Material	

Steps suggested by both types of parents for improving social acceptability of Parishad Schools:

- (i) Regular and good quality teaching.
- (ii) Proper Teacher-Pupil ratio
- (iii) Regularity of Teachers
- (iv) Regularity of Homework to children
- (v) Proper discipline
- (vi) Appointment of only non-local teachers
- (vii) No extra work load on teachers besides teaching
- (viii) Regular school visits by ABSA and Coordinators of BRC/NPRC.

It can be seen from this comparative chart that there are many areas in which the impression of the private schools on the parents is better as compared to that given by a Parishad school. As can be seen parents belong to the same area but send their children to other schools more regularly than to Parishad Schools because other schools are more strict. These parents are also satisfied with the regularity with which teachers attend school and they are also of the opinion that private schools often a better atmosphere to their children. As a result of regularity of teachers and their own children and regular teaching a much higher percentage of parents with children in other schools are satisfied with the quality of education which a private school is providing. In these schools even the parent teacher meetings are being held far more regularly. However, in both cases the parents are at fault for being rather irregular in attending the parent teacher meetings. As can be expected the level of expenditure on the education of a child is much higher in the private schools and this explains why only the children from relatively better off families are attending them irrespective of their caste categories. This

argument is further strengthened by the fact that over half the parents from Faizabad as well as Agra have reported that in case their economic condition improves, they will be willing to send their children to private schools instead of Parishad schools where they are presently enrolled. This, therefore, is by itself a poor reflection on the level of social acceptability of Parishad Schools.

On the whole therefore the only three things which are plus points of Parishad schools are its free education and other incentives as well as trained teachers. But if teachers and teaching is irregular, this advantage gets nullified. The private schools, on the other hand are popular because of regular education, regular homework, good quality teaching and discipline. Some of the problems in the school are common to both categories of schools.

Thus, if levels of social acceptability are to improve then stress will have to be given on regular and good quality education, regularity of teachers, regular homework and proper discipline. To ensure regularity of teachers the parents feel teacher should not be a local person and that he should be entrusted the task of teaching alone and nothing else. Finally, they feel that the ABSA and Co-ordinators of BRC and NPRC must visit schools regularly to ensure teaching of good quality in the entire academic session.

5.6 PERCEPTION OF THE INFLUENTIAL PERSONS

From each block we selected five influential persons who were either the Village Pradhan, a member of the VEC, a retired teacher or retired officers living in the village. Most of them were either associated with primary education at the village level at present or had been associated in the past. Around 68 per cent of the influential

persons of Faizabad and 70 per cent in Agra were of the opinion that over the last 5-10 years there had been a qualitative improvement in primary education. This could be seen in terms of increase in the number of schools, enrolment and strength of teachers, as well as in the course curriculum. The government had facilitated the process by making education free and announcing various incentives to children. In the case of Parishad schools however only 36 per cent individuals in Faizabad and 40 per cent in Agra feel that very good quality education is being provided by them. The problem is mainly because of lack of teachers and irregular teaching. Because of these factors only 48 per cent of the influential persons from Faizabad and around 28 per cent from Agra feel that the level of social acceptability of Parishad schools has increased. The suggestions made by them for increasing the level of social acceptability centres around aspects related to better teaching, improvements in infrastructure, strengthening the overall administrative set up and some aspects related to teachers such as adequate teachers, non-local teachers and no extra workload on them.

We have now highlighted the main findings which arise from the survey of Parishad Schools, other schools, parents of children enrolled in Parishad as well as other schools and the views expressed by the influential persons residing in our selected blocks. We will now link our findings according to the various objectives of the study.

5.7 OBJECTIVE-WISE FINDINGS

- (a) To assess the degree of social acceptability of Parishad schools in terms of enrolment, i.e. whether children enrolled belong to all sections of society or only the poorer section and whether parents feel that the schools are providing good quality education.**

In the first place it must be pointed out quite clearly that total enrolment in Parishad schools has been going up over the years even though a number of private schools have sprung up all over the state including the rural areas.

However, when we look at the enrolment pattern as indicated by the data received from our selected schools, it is brought out quite clearly that in the Parishad schools of both Faizabad and Agra around 60 per cent of the students are coming mainly from the poorer sections of society. These children are being attracted mainly because of the incentives such as free books, free monthly ration and free education.

The data from Parishad schools also reveals that many students leave these schools and join other schools because the Parishad schools are not providing regular and good quality education. Parishad schools are short of teachers as highlighted by the adverse teacher-pupil ratio. It may, however, be pointed out that there have been cases where students have left a private school to join a Parishad school. But this shift is primarily on account of economic compulsions on the part of the parents.

Looking at the issue from the point of view of the parents it is found that in Faizabad only 49 per cent and in Agra only 47 per cent parents have expressed satisfaction over the quality of education which Parishad schools are providing. They are also not very satisfied with the general atmosphere of the Parishad schools, since only 43 and 38 per cent parents were satisfied with the atmosphere within the school. Their level of dissatisfaction with the quality of education in Parishad schools can aptly be summed by the opinion expressed by over 50 per

cent parents in both districts that they will certainly transfer their children from Parishad to other schools if they can achieve improvement in their economic conditions.

We may therefore say that the Parishad schools, despite their efforts over the years, have not yet been able to achieve appreciable improvement in the quality of education because of which their acceptability in society has had to suffer.

- (b) To analyze the factors which have strengthened the process of social acceptability such as quality of education, quality of teachers, infrastructure of the schools and schemes of scholarships, etc.**

The analysis of our findings based on this objective is slightly more difficult to analyze. Looking at the quality of teachers, we can say beyond any doubt that the Parishad has done a fine job in selecting teachers. In Faizabad and Agra the percentage of trained teachers working in our selected schools was 99 and 97 per cent respectively. The only shortfall which can be seen is because these few untrained teachers are those who have been appointed on compassionate grounds because of the untimely demise of their next of kin. For them the government has made the provision of providing them training while in service. The institutions of DIET and BRC have been established specifically to provide in-service training to the teachers to keep them in touch with the latest teaching and learning materials and teaching methods. Maths and Science kits have been developed to make teaching of these subjects interesting. Teachers are trained to

use these kits. However, in actual practice we find many schools without the kits. Even if the kits are present not all teachers use them while teaching. Both the teachers and the headmaster are well paid and enjoy other financial benefits as well such as PF and pension.

As against this the teaching staff of other schools mainly comprises of untrained teachers on low salaries. In some schools these salaries are as low as Rs.200 per month. Yet teachers are regular and teach regularly in these schools. Contrary to this Parishad teachers try to get posted in schools near urban centres and avoid posting in schools of remote areas. Thus, it is not uncommon to find that in schools in the proximity of an urban location the school may be overstaffed while a remote location school may be managing with only two or three teachers.

Yet another problem with teachers is that the actual numbers of filled positions are less than the number of posts which have been sanctioned for these schools. In order to counter this problem the appointments of Shiksha Mitra have been made which is only a poor alternative. Added to this problem is that teachers of Parishad schools are assigned all sorts of duties such as supervision of ration distribution, supervision of construction and repair work in school, and duties at the time of census, cattle census, election, pulse polio, etc. All these keep them away from teaching and then they use these as an excuse to avoid teaching.

As far as the infrastructure of the Parishad Schools is concerned, their first advantage is that a very high percentage are located within the villages so children have easy access to them. The government has set aside resources and so in the case of our sample we found all schools having a pucca building. Of

course, some schools which were very old had problems of maintenance. The government is making efforts to ensure that all of them have potable water and toilet facilities and in our sample around 95 per cent schools had water but toilet facilities were inadequate particularly in Faizabad. These schools are also deficient from the point of view of availability of play field and sufficient playing material. Another drawback with Parishad schools is non-availability of boundary wall in almost three fourth of the schools in Faizabad and over half the schools in Agra.

One of the major attractions of the schools is the provision of free education, free books, free ration to every child every month and scholarships for children belonging to SC/ST, OBC and minority children. These are the factors which have ensured the high enrolment of children in Parishad schools. These incentives prove to be very inviting for those who come from poor families.

However, despite a team of trained teachers and academic support from the DIET, BRC and NPRC the Parishad schools are yet to achieve the all important goal of quality education. This is because teachers are not enough and those who are employed are not regular. Even the DIETs do not have the requisite staff and consequently they are unable to provide academic support to the primary teachers. Thus, we may say that even from this perspective social acceptability is the loser.

- (c) To analyze the extent to which private schools are competing for enrolment of children in the same area where Parishad schools are already present and the advantages which they have, if any.**

As far as the private schools are concerned, they are basically of three categories. The first are the government aided schools. All such schools receive aid from the government and teachers are paid the same scale as the teachers of Parishad schools. The second category are the schools which are not aided but are recognized by the government. For being aided and recognized the schools have to fulfill certain conditions and get the formal approval of a committee constituted for this purpose. The third category comprises of schools which have been established but without being recognized. In our two districts Faizabad does not have even one aided school while there were 17 aided schools in Agra during 2001. In the same year Faizabad had 284 recognized schools and their number in Agra was as high as 1087. As far as the unregistered schools are concerned, their estimated number, according to the office of BSA in Faizabad, is 258. In the case of Agra their number is 257 and is based on a DPEP estimate. The total enrolment in these schools during 2002 stood at 97136 and 180039 in Faizabad and Agra respectively.

According to the survey conducted by us of the 65 private schools spread over the two districts the average number of students enrolled were 228 and 245 in Faizabad and Agra respectively. In Faizabad the average number of teachers per school were 6 while in Agra this figure was 5. In this way, the teacher -pupil ratio of 38 and 49 in Faizabad and Agra was more favourable than that of the

Parishad schools. However, the drawback with these teachers is that only 15 and 23 per cent in Faizabad and Agra respectively are trained teachers.

When we look at the infrastructure facilities of these schools in comparison to the Parishad schools then the major drawback with them is that many of them are functioning in buildings which are only partly pucca. They compare better as compared to Parishad schools with respect to availability of playground and playing material, offer better seating facilities to the children and a much higher percentage have boundary wall.

Since they are privately run schools, children have to pay tuition fees and charges for other items such as examination and library fees, annual charges, etc. On an average therefore the annual charges for a child in Class I works out to around Rs.480 and Rs.440 in the schools of Faizabad and Agra respectively.

The special attractions which these schools offer are that in them children have to go in uniform and attend classes regularly. Despite having mainly untrained teachers, teaching is done on a regular basis and the children are also given homework on a regular basis. From the early class itself English is introduced and this is highly appreciated by the parents.

Even when we look at the views expressed by parents about these schools we find that they are impressed with their regularity of classes, good quality of education, emphasis on regular attendance and on proper discipline. The private schools are also holding the parent teacher meetings on a fairly regularly basis and this keeps the parents in regular contact with the teachers and the school.

Consequently, they do not mind the high expenses which they have to bear on the education of each child enrolled in the private school.

Thus, we may conclude that these schools are in direct competition with the Parishad schools and although the Parishad schools have free education and other incentives, the private schools have taken an edge over them by a better administrative control which ensures regularity of attendance by the children as well as teachers, regularity in classes and in giving homework to the children and by providing a relatively better atmosphere by insisting on discipline. These are the aspects with which parents have been impressed and even the relatively poor parents whose children are presently going to Parishad Schools admit that in case their economic conditions improve they will change the school of their children.

- (d) To find out from a cross-section of influential persons of the area regarding the quality of education being imparted in the different primary schools.**

Among the five influential persons selected from each of the selected blocks we have village Pradhans, members of the VEC, retired teachers and retired officers and they have been associated with the primary schools over the years. Thus, they have been closely following the progress made in the field of primary education. On the whole they are impressed by the progress which have been achieved in the field of primary education. This they feel can be seen in terms of growth of schools, growth in enrolment, increase in the number of teachers and

improved teaching methods. Even the efforts of the government by providing various incentives have been appreciated by them. However, when it comes to quality of education only around 35-40 per cent of them are satisfied. Consequently, less than half the influential persons of Faizabad and slightly over one-fourth in Agra feel that the social acceptability of Parishad schools has increased. They are relatively more satisfied with the performance of the private schools.

On the whole we may say that despite some distinct advantages, the Parishad schools have been unable to live upto the expectations of individuals and attain the standards that they were aiming at. As a result there are only a few who are satisfied with their performance. The rest feel that these schools have some problems which need to be addressed if improvement in quality of education and ultimately on level of social acceptability have to be achieved. We will now offer some suggestions which might prove useful in achieving the desired result.

5.8 POLICY RECOMMENDATIONS

It has been brought out quite clearly that Parishad schools lack in providing quality education and so the entire efforts of the government should be aimed at tackling this single problem on a war footing. The Parishad schools are blessed with the fact that they have the entire administrative machinery of the government to back them in their endeavour to promote good quality education. They have such a wide network of schools spread over the length and breadth of the state. DIET is an institution which has been established with the primary objective of bringing about qualitative improvements in education. In order to make the task of DIET easy they have the

support of the BRC and the NPRC. At the district level we have the Basic Shiksha Adhikari and he is supported by the ABSA who have the charge of specified blocks under them. They are expected to pay regular visits to schools under their charge and see to it that teaching is regular as well as of good quality. The teachers in the Parishad schools are all well trained and even during their service period they are provided training at the DIET or BRC level to acquaint them with the latest teaching and learning materials. To promote primary education and ensure full enrolment and minimum drop out, the World Bank has also come to the assistance of the state government and the DPEP programme was launched all over the state in three phases. The latest effort is of the Central Government through the Sarva Shiksha Abhiyan which aims to enroll all children in the school going age group by 2003, see to it that they complete education upto the Primary level by 2007 and then go on to complete class VIII by 2010. The government is making education even more attractive by making it free, by distributing free text books, free rations every month and scholarships to children from certain target groups of population. Thus, with all indicators favourably placed for the Parishad schools, achieving the target of providing good quality education on a sustained basis should not be very difficult to achieve provided the government can muster the requisite political will to do so and if the general public can exert sufficient pressure and force the government to improve the quality of education. Based on the analysis of data, our field experiences, discussions with BSA and ABSAs as well as officials at the DIET and BRC we feel that the suggestion which emerge can lead to the desired results.

It has been established beyond doubt that the primary concern of parents, influential persons and the government itself is to ensure good quality education. This is so because primary education assists in making an individual literate and it also provides

the base which makes an individual eligible for higher educational attainments. Consequently, the primary objective of all Parishad schools must be to provide good quality education.

We will now come to the policy recommendation in which four main aspects are the focus of attention. The first is the teacher, the next in significance is the child, the third focus is on infrastructure and finally some other aspects are being highlighted.

A. SUGGESTIONS RELATED TO TEACHERS

- (i) The teacher we feel is the main link that can lead to an assured and regular provision of good quality education. In this direction certain steps have already been initiated by the Directorate of Education. The most important of these steps is to ensure that teachers selected should be well trained. We have enough evidence that this policy is being followed. Moreover, to sustain the quality of education and make it easy and interesting for the children new teaching and learning materials and teaching methods are being developed. The DIET, BRC and NPRC are facilitating the schools by providing educational support to teachers by providing regular in-service training to them. Moreover, all teachers in the Parishad schools are being paid reasonably good salaries and are entitled to other financial benefits as well. Despite these steps if the end result is not forthcoming it means that there is some problem pertaining to teachers and this needs to be addressed immediately.

- (ii) The first step in this direction is to ensure that all teachers attend school regularly. When teachers are being paid well and provided training on a regular basis they must be made accountable to someone so that the person who they are accountable can exert the required pressure on them so that they become regular.
- (iii) While it is essential to ensure regularity of attendance of teachers it is equally important that they should also teach regularly. This can be ensured through regular inspection of the schools by the concerned ABSA. It is generally found that ABSAs do not visit the schools as regularly as they are expected to.
- (iv) Regularity of teachers and regular teaching may be very significant but this may not be sufficient to ensure good quality education until and unless these teachers are making use of the teaching and learning material and teaching methods. All schools for example are supposed to have science and maths kits and teachers are expected to use them while teaching. Our experience and field survey highlights the fact that many schools do not have these kits. And at the same time teachers are not using the kits even when they are available in school. This happens when teachers are not properly trained to use them and the co-ordinators of the BRC and NPRC are not visiting schools regularly to help them overcome this problem. It obviously follows that all schools must possess these kits and all teachers must be adequately trained into the use of the kits.
- (v) The teachers as we know are entrusted with responsibilities which have nothing to do with teaching. There are numerous such assignments and to name a few are election duty, census duty, duty during animal census, campaign such as

pulse polio, etc. These duties act as a diversion and teaching automatically suffers. Similarly if a teacher attends a two to eight day training at the DIET or BRC then he is away from school during that period. As a result the teaching tends to suffer. This is particularly true in schools where the strength of teachers is relatively low. Some of these duties are very essential and call for massive manpower. At the village level it is easiest to identify the school teacher and assign duties to him or her. This is therefore one area which needs to be looked into very seriously.

- (vi) One of the reasons for irregularity is that all teachers who are local and belong to the same village where they are posted, they get more interested in their own personal activities. Thus teaching gets neglected. It is for this reason that parents, influential persons and even the authorities feel that no local teacher should be appointed in a Parishad school.
- (vii) Yet another problem with the teachers is that they prefer to get posted in schools which are located near the district headquarter or an urban centre. They exercise all their political influence to get posting of their choice, particularly the female teachers. Those who get posted in an unfavourable location many a time proceed on fake medical leave and continue doing so till they can get the transfer order cancelled and are transferred to a better location. The government must, therefore, comply with their posting and transfer policy very strictly.
- (viii) The final point relating to teachers is that to ensure regular and good quality education the teachers should be available in adequate numbers in each school in accordance with their requirement. As against this the reality is that the number

of teachers actually employed is less than the number of posts which have been sanctioned by the government. As an alternative to regular teachers the appointment of teachers known as "Shiksha Mitra" on an ad-hoc basis has been adopted. This is at best only a temporary solution and a poor alternative for a regular teacher because a Shiksha Mitra has simple qualification of intermediate and his name is recommended by the Village Pradhan.

B. SUGGESTIONS RELATED TO THE CHILD

- (ix) Just as stress has been laid on the regularity of teachers it is equally important to see to it that even the children attend the school regularly. It is only when the child attends classes regularly that he will be able to derive the benefit of good quality teaching that teachers are imparting.
- (x) To keep the child up-to-date with what is being taught it is equally important that the children should be given homework on a regular basis and the work done by children at home must also be checked. Then only can the teacher identify the problems faced by the child and adopt remedial measures.
- (xi) Equally important is that the school authorities should ensure proper discipline among the students while in the school. Children must be taught proper manners so that they can become responsible and law abiding citizens when they grow up.
- (xii) Having school uniform too has its advantages. To begin with the school premises display a good look with all the children in similar clothes. Moreover, it also removes the class difference which becomes quite marked if children from

different economic strata are attending school. It also adds to the overall discipline in the school.

C. SUGGESTIONS RELATED TO INFRASTRUCTURE FACILITIES

- (xiii) The most important aspect to be looked into is that all schools must have the provision of drinking water as well as toilet facilities. Both these facilities are important and toilet facility even more so since girls are also enrolled in large numbers in these schools. Not only is it important to provide these facilities but that the toilets must be kept clear as well. In many schools it was found that the toilets were so dirty that children could not use them.
- (xiv) A special feature of the Parishad schools is the availability of science and maths kits through which teaching of the subject becomes more interesting. Similarly institutions like DIET and SCERT etc. develop new teaching and learning material from time to time. All these developments are introduced to improve the quality of education. However, in actual practice many schools do not have these kits or where the kits are available the teachers are not making use of them. the ABSA and authorities from the DIET and the co-ordinators of BRC and NPRC must ensure that all these kits are available and that their use is being made while teaching.
- (xv) Many schools have shortage of classrooms, do not have a playground and boundary wall. All these facilities assist in improving the quality of education and so must be made fully available. Conducting five classes in two classrooms is very

difficult. The situation becomes even worse during the summer and monsoon season.

D. OTHER ASPECTS TO BE LOOKED INTO

- (xvi) Even in the rural areas the parents are impressed if they know that their child is learning English. This happens to be one of the attractions of private schools. Thus, even the Parishad schools can introduce English to be able to nullify this advantage of private schools.
- (xvii) While records are maintained of aided and the recognized schools, no record is maintained of the unrecognized schools. The government can at least insist on the fact that as soon as a private school is opened it will have to simply inform the concerned ABSA or the BSA office. This way there will be a record of even this category of schools. No school must be considered for approval into the category of aided or recognized school until and unless they had intimated the BSA office (or ABSA) about their existence when the school was set up.
- (xviii) There are some problems related to the scholarships. First of all children who take admission in July and whose names are sent in the first list generally do not face any problem. Problem arises in case of those children who take admission late and so their names are sent to the Welfare Directorate in the second or third list. Such children have to wait for a long time before their names are approved and scholarship money received. Moreover, there are three different sections for sanction of scholarship to SC/ST, OBC and minority children. The schools argue

that when all scholarships are being sanctioned and disbursed by the Welfare Directorate this service should be available from a single window.

Some teachers are also of the view that scholarships should be given at the end of the year. This will enable the schools to ensure regularity of the child to school.

- (xix) And finally what is of equal importance is that records of data should be properly maintained at the District, Block and Nyaya Panchayat level. All the schools, NPRCs and BRCS are compiling data on a regular basis because information related to various aspects has to be sent either on a monthly or quarterly basis. But these data are not properly maintained. One set of information collected and sent to the higher authority must be maintained at the lower level. It is with the help of this data that improvements or problems of the school can be identified.

At the end we wish to sum up by stating that the situation as it stands at present reveals that the quality of education provided by the Parishad schools is not as good as is expected of them. The private schools are taking advantage of this shortcoming and are becoming quite popular. As a result the social acceptability of the Parishad schools is not very high despite the fact that they have various advantages over the private schools. In fact, if we look at the private schools, they themselves are not very good. Thus, if some of the suggestions offered above are properly implemented there is no reason why effective changes can not be brought about in the functioning of Parishad Schools which will improve the quality of education. Even at present there are a number of Parishad Schools which are running efficiently and the local population is very happy with their performance. As a result children representing all sections of society are

enrolled in them in large numbers even though there is a private school in its vicinity. However, if success is to be achieved it can be made possible through a joint effort by the government as well as through community participation particularly the Village Education Committee.